

*Alignment
of the*

Experience Early Learning Skills

with

North Carolina Foundations for
Early Learning and Development





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 <https://www.experiencecurriculum.com/skillsresearch/> to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.

Alignment

This document details the alignment of the **North Carolina Foundations for Early Learning and Development** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact info@experienceearlylearning.com.



North Carolina Foundations for Early Learning and Development

*Early Learning and
Development (Infant/Toddler)*

*Early Learning and
Development (3-5yrs)*



[North Carolina Foundations for Early Learning and Development](#)

North Carolina Foundations for Early Learning and Development (Infant/Toddler)

Developmental Continuum of the Experience Early Learning Skills

Approaches to Play and Learning	
Curiosity, Information-Seeking, and Eagerness	
Goal APL-1: Children show curiosity and express interest in the world around them.	
<p>Infant</p> <ul style="list-style-type: none"> •Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near). APL-1a •Show interest in themselves (watch own hands, play with own feet). APL-1b •React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams). APL-1c 	<p>Infants</p> <p>SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences.</p> <p>SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p>SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging.</p> <p>SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p>
<p>Younger Toddlers</p> <ul style="list-style-type: none"> •Imitate what others are doing. APL-1d •Show curiosity about their surroundings (with pointing, facial expressions, words). APL-1e •Show pleasure when exploring and making things happen (clap, smile, repeat action again and again). APL-1f 	<p>Young Toddlers</p> <p>SED 1.1 Recognizes self in photos or in a mirror.</p> <p>SED 1.2 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.</p> <p>SED 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p>

	SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
Older Toddlers <ul style="list-style-type: none"> •Discover things that interest and amaze them and seek to share them with others. APL-1g •Show pleasure in new skills and in what they have done. APL-1h •Watch what others are doing and often try to participate. APL-1i 	Older Toddlers <p>SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change</p> <p>SED 1.3 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>SED 1.4 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.</p>
Goal APL-2: Children actively seek to understand the world around them.	
Infants <p>Explore the indoor and outdoor environment using all available senses—smell, hear, see, feel and taste. APL-2a •</p> <p>With appropriate supports, move toward interesting people, sounds, objects, and activities. APL-2b</p>	Infants <p>SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences.</p> <p>SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p>SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging.</p> <p>SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns,</p>

	shares and negotiates with others.
Younger Toddlers Initiate activities that interest them and try to get others involved. APL-2c • Use toys and other objects to make things happen (kick a ball, push a button on a toy). APL-2d • Move toward people and things that are new and/or interesting. APL-2e	Young Toddlers SED 1.1 Recognizes self in photos or in a mirror. SED 1.2 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 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
Older Toddlers Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, become absorbed in figuring out a situation). APL-2f • Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box). APL-2g • Communicate what they want to do or know using gestures, facial expressions, or words (ask “What dat?”). APL-2h	Older Toddlers SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change SED 1.3 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 1.4 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.
Play and Imagination	
Goal APL-3: Children engage in increasingly complex play.	

<p>Infants</p> <p>Show interest in other children playing (watch, turn toward). APL-3a Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”). APL-3b • Play with simple objects, using them to make sounds and other interesting results. APL-3c • Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”). APL-3d</p>	<p>Infants</p> <p>SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences. SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p>
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	<p>period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 1.4 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.</p>
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.	
<p>Infants Use everyday household objects for play (spoons, pots and pans, plastic bowls). APL-4a</p> <p>Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult's attention). APL-4b</p> <p>React to unexpected events with laughter and interest. APL-4c</p> <p>Younger Toddlers Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). APL-4d</p>	<p>Infants SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences. SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p> <p>Young Toddlers SED 1.1 Recognizes self in photos or in a mirror. SED 1.2 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 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their</p>

	features side-by-side in a book or a mirror.
Older Toddlers Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). APL-4e Pretend to be somebody or something other than themselves. APL-4f Pretend one object is really something different (use Legos® as food while stirring a pot). APL-4g	Older Toddlers SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change SED 1.3 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 1.4 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.
Risk-Taking, Problem-Solving, and Flexibility	
Goal APL-5: Children are willing to try new and challenging experiences.	
Infants Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. APL-5a Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp). APL-5b Look to adult for cues and when reassured, proceed. APL- 5c Younger Toddlers Try unfamiliar experiences and interact with new people, with a familiar adult nearby. APL-5d Move away from a familiar adult to explore, but check in frequently. APL-5e Show interest in toys that offer a challenge and try to work them.	Infants SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences. SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings

<p>APL-5f</p>	<p>and interests. Participates in group activities, takes turns, shares and negotiates with others.</p> <p>Young Toddlers</p> <p>SED 1.1 Recognizes self in photos or in a mirror.</p> <p>SED 1.2 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.</p> <p>SED 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Older Toddlers</p> <p>Explore freely without a familiar adult nearby. APL-5g</p> <p>Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide). APL-5h</p> <p>Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, “I can do it.”). APL-5i</p> <p>Want to do things their own way (say “Me do it!”, push an adult’s hand away if the person is trying to help). APL-5j</p>	<p>Older Toddlers</p> <p>SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change</p> <p>SED 1.3 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>SED 1.4 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who</p>

	is sad. Identifies differences between self and others. Participates in an activity when asked
Goal APL-6: Children use a variety of strategies to solve problems.	
<p>Infants Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item). APL-6a Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor's purse). APL-6b Use trial and error to get something done, get what they want, or solve simple problems. APL-6c</p> <p>Younger Toddlers Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/ her; try to put a ball in a box—if it will not fit, gets a bigger box). APL-6d Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something). APL-6e After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, speak). APL-6f Vary actions on purpose to solve a problem (bang, then turn shape to fit in sorter; shake handle, then pull, to open a drawer). APL-6g</p>	<p>Infants SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences. SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p> <p>Young Toddlers SED 1.1 Recognizes self in photos or in a mirror. SED 1.2 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 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Older Toddlers Try a variety of strategies to get what they want or solve a problem.</p>	<p>Older Toddlers SED 1.1 Expresses likes and dislikes. Expresses simple</p>

<p>APL-6h • Use language to obtain help to solve a problem (tell adults, “My car broke.”). APL-6i</p> <p>Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry). APL-6j</p>	<p>ideas about self in relation to others such as family.</p> <p>SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change</p> <p>SED 1.3 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>SED 1.4 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</p>
<p>Attentiveness, Effort, and Persistence</p>	
<p>Goal APL-7: Children demonstrate initiative.</p>	
<p>Infants</p> <p>Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like).</p> <p>APL-7a • Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the “feel” of it, exploring it with mouth or hand). APL-7b</p> <p>Younger Toddlers</p> <p>Express choices with actions or simple language (choose Cheerios® or a cracker). APL-7c Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs). APL-7d</p>	<p>Infants</p> <p>SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences.</p> <p>SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p>SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging.</p> <p>SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p> <p>Young Toddlers</p> <p>SED 1.1 Recognizes self in photos or in a mirror.</p> <p>SED 1.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a</p>

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<p>Older Toddlers</p> <p>Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls). APL-7e • Show increasing interest in performing tasks independently (put on jacket and try to zip it up). APL-7f • Show and/or tell others what they have done. APL-7g</p>	<p>Older Toddlers</p> <p>SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change</p> <p>SED 1.3 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>SED 1.4 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</p>
Goal APL-8: Children maintain attentiveness and focus.	
<p>Infants</p> <p>Focus and attend to people and things around them. APL-8a • Repeat interesting actions over and over (push button to make toy pop up). APL-8b • Notice when the expected does not happen. APL-8c</p> <p>Younger Toddlers</p> <p>Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes). APL-8d Focus on an interesting activity or interaction shared with adults for a short period of time. APL-8e</p>	<p>Infants</p> <p>SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences.</p> <p>SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p>SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging.</p>

	<p>SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p> <p>Young Toddlers</p> <p>SED 1.1 Recognizes self in photos or in a mirror.</p> <p>SED 1.2 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.</p> <p>SED 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Older Toddlers</p> <p>Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower). APL-8f • Keep working on interesting activities with other things going on around them. APL-8g</p>	<p>Older Toddlers</p> <p>SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change</p> <p>SED 1.3 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>SED 1.4 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</p>
Goal APL-9: Children persist at challenging activities.	

<p>Infants Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach). APL-9a</p> <p>Younger Toddler</p> <ul style="list-style-type: none"> • Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9e • When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9f • Keep working to complete tasks, including those that are somewhat difficult. APL-9g 	<p>Infants SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences. SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p> <p>Young Toddlers SED 1.1 Recognizes self in photos or in a mirror. SED 1.2 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 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Older Toddler Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach). APL-9a</p>	<p>Older Toddlers SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change</p>

	<p>SED 1.3 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>SED 1.4 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</p>
Emotional and Social Development	
Developing a Sense of Self	
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.	
<p>Infants Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies). ESD-1a Show interest in their image in a mirror (stare, smile, reach out to touch). ESD-1b Respond to their name with sounds or movement. ESD-1c Express likes and dislikes (smile, cry, and protest). ESD-1d</p> <p>Younger Toddlers Show awareness of specific body parts. ESD-1e • Recognize themselves in a mirror (point to self, make faces in mirror). ESD-1f Express choices with gestures, signs, or words (select a toy they want). ESD-1g</p>	<p>Infants SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences. SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p> <p>Young Toddlers SED 1.1 Recognizes self in photos or in a mirror. SED 1.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a</p>

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<p>Older Toddlers</p> <p>Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, "I help Daddy!"). ESD-1h</p> <p>Use their own name or a personal pronoun to refer to themselves (I, me, and mine). ESD-1i</p> <p>Make choices and have favorite clothes, toys, and activities. ESD-1</p>	<p>Older Toddlers</p> <p>SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change</p> <p>SED 1.3 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>SED 1.4 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</p>
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.	
<p>Infants</p> <p>Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound). ESD-2a</p> <p>Show pleasure at things they have done (wiggle, coo, laugh). ESD-2b</p> <p>Explore the environment with support from a familiar, trusted adult. ESD-2c</p> <p>Younger Toddlers</p> <p>Explore the environment on their own, but check in with a familiar,</p>	<p>Infants</p> <p>SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences.</p> <p>SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p>SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering</p>

<p>trusted adult occasionally. ESD-2d Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want). ESD-2e Bring others things they like or show them things they have done. ESD-2f</p>	<p>activities, even if challenging. SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others. Young Toddlers SED 1.1 Recognizes self in photos or in a mirror. SED 1.2 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 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Older Toddlers Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2g Explore the environment independently to satisfy their own interests (seek out toy or favorite materials). ESD-2h Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, "I'm strong!"). ESD-2i Attempt to reach goals without help from others (push adult away, say "Me do it myself!"). ESD-2j</p>	<p>Older Toddlers SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change SED 1.3 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 1.4 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</p>

Developing a Sense of Self With Others	
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	
<p>Infants Enjoy being held, cuddled, and talked to by familiar adults. ESD-3a Recognize and reach out to familiar people. ESD-3b Seek to be near their caregivers; stop crying when they come near. ESD-3c Show signs of separation anxiety when a familiar caregiver leaves. ESD-3d Make eye contact with others. ESD-3e Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for “so big”). ESD-3f</p> <p>Younger Toddlers Show preference for and emotional connection with adults who take care of them on a regular basis (“check in” with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves). ESD-3g • Offer toys and objects to familiar adults. ESD-3h</p>	<p>Infants SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences. SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p> <p>Young Toddlers SED 1.1 Recognizes self in photos or in a mirror. SED 1.2 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 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
Older Toddlers	Older Toddlers

<p>Form close relationships with their primary caregivers and other familiar adults. ESD-3i Seek help from trusted adults when upset (when fearful or having difficulty with something). ESD-3j Are less likely to get upset when primary caregiver is with them. ESD-3k Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do). ESD-3l</p>	<p>SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change SED 1.3 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 1.4 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</p>
<p>Goal ESD-4: Children form relationships and interact positively with other children.</p>	
<p>Infants Notice other infants and children (look at them, turn in other's direction, reach for them, touch them). ESD-4a Younger Toddlers Show pleasure at the arrival of familiar peers. ESD-4b Enjoy playing alongside other children. ESD-4c •Imitate actions of older siblings and playmates. ESD-4d •Offer toys and objects to other children. ESD-4e</p>	<p>Infants SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences. SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others. Young Toddlers SED 1.1 Recognizes self in photos or in a mirror. SED 1.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a</p>

	<p>familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <p>SED 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Older Toddlers</p> <p>Show affection or preference for particular children (spontaneously hug, want to play, call other child a friend). ESD-4f</p> <ul style="list-style-type: none"> •Remember and use names of familiar playmates. ESD-4g •Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me."). ESD-4h •Participate in play with other children. ESD-4i •Show positive emotion and turn taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys). ESD-4j 	<p>Older Toddlers</p> <p>SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change</p> <p>SED 1.3 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>SED 1.4 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</p>
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
<p>Infants <i>Emerging</i></p> <p>Younger Toddlers</p> <p>Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). ESD-5a</p> <ul style="list-style-type: none"> •Follow simple directions some of the time. ESD-5b •Control impulses some of the time (look at forbidden object and say, 	<p>Infants</p> <p>SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences.</p> <p>SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p>SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering</p>

<p>“No, no,” allow adult to direct them to a different activity). ESD-5c</p> <ul style="list-style-type: none"> •Accept adult help to resolve problems and conflicts, and cooperate when an adult redirects them from a situation that poses a problem. ESD-5d 	<p>activities, even if challenging.</p> <p>SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p> <p>Young Toddlers</p> <p>SED 1.1 Recognizes self in photos or in a mirror.</p> <p>SED 1.2 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.</p> <p>SED 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Older Toddlers</p> <p>Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5e</p> <ul style="list-style-type: none"> •Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, runs outside). ESD-5f •Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table). ESD-5g •Show caring and cooperation (help to put away toys, offer to help another person). ESD-5h •Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and support. ESD-5i •Accept “no” without getting overly upset. ESD-5j 	<p>Older Toddlers</p> <p>SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change</p> <p>SED 1.3 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>SED 1.4 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</p>

Learning About Feelings	
Goal ESD-6: Children identify, manage, and express their feelings.	
<p>Infants Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. ESD-6a</p> <ul style="list-style-type: none"> •Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). ESD-6b •Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy). ESD-6c <p>Younger Toddlers Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. ESD-6d</p> <ul style="list-style-type: none"> •Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout “Wheel!” when excited). ESD-6e •Separate from parent or main caregiver without being overcome by stress. ESD-6f •Find comfort and calm down in a familiar setting or with a familiar person. ESD-6g 	<p>Infants SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences. SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p> <p>Young Toddlers SED 1.1 Recognizes self in photos or in a mirror. SED 1.2 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 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to. SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Older Toddlers Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with</p>	<p>Older Toddlers SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>

<p>their face, body, vocal sounds, and words. ESD-6h</p> <ul style="list-style-type: none"> •Communicate to make needs known. ESD-6i •Manage emotions and control impulses with guidance and support (Say “I don’t like that!” instead of hitting; wait by door instead of running ahead when excited to go out). ESD-6j •Display emotional outbursts less often. ESD-6k 	<p>SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change</p> <p>SED 1.3 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>SED 1.4 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</p>
<p>Goal ESD-7: Children recognize and respond to the needs and feelings of others.</p>	
<p>Infants Become upset when another infant is crying. ESD-7a</p> <ul style="list-style-type: none"> •Respond differently to positive vs. negative emotional expressions of others. ESD-7b <p>Younger Toddlers Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7c</p> <ul style="list-style-type: none"> •Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/tries to comfort). ESD-7d •Match their tone and emotions to that of others during interactions. ESD-7e 	<p>Infants SED 1.1 Shows awareness of self as distinct from others. Expresses needs, wants and preferences. SED 2.1 Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine. SED 3.1 Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging. SED 4.1 Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p> <p>Young Toddlers SED 1.1 Recognizes self in photos or in a mirror. SED 1.2 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.</p>

	<p>SED 1.3 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 1.4 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Older Toddlers</p> <p>Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7f</p> <ul style="list-style-type: none"> •Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7g •Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7h •Recognize facial expressions or actions associated with different emotions. ESD-7i 	<p>Older Toddlers</p> <p>SED 1.1 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.2 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change</p> <p>SED 1.3 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>SED 1.4 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.</p> <p>Participates in an activity when asked</p>
Health and Physical Development	
Physical Health and Growth	
Goal HPD-1: Children develop healthy eating habits.	
<p>Infants</p> <p>Show interest in feeding routines. HPD-1a</p> <ul style="list-style-type: none"> •Help with feeding themselves (eat finger foods, hold bottle. HPD-1b •Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). HPD-1c •Show food preferences. HPD-1d 	<p>Infants</p> <p>PD 1.1 Builds strength, coordination and balance of large muscles</p> <p>PD 1.2 Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys</p>

<ul style="list-style-type: none"> •Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). HPD-1e •Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. HPD-1f <p>Younger Toddlers</p> <p>Try new foods. HP1-g</p> <ul style="list-style-type: none"> •Feed themselves with some assistance (may use hands, utensils or cups). HPD-1h •Ask for or accept food when hungry. HPD-1i •Eat enough to meet nutritional needs, even when amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). HPD-1j •Eat a variety of small pieces of age-appropriate table foods. HPD-1k 	<p>PD 1.3 Shows awareness of safe practices and demonstrates them when participating in activities.</p> <p>PD 1.4 Responds to and initiates routines for hygiene, feeding and dressing self.</p> <p>PD 1.5 Demonstrates knowledge about nutrition and healthy food choices.</p> <p>Young Toddlers</p> <p>PD 1.1 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 1.3 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 1.4 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>PD 1.5 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<p>Older Toddlers</p> <p>Try new foods. HPD-1l</p> <ul style="list-style-type: none"> •Feed themselves using utensils and hands. HPD-1m •Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food). HPD-1n •Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). HPD-1o 	<p>Older Toddlers</p> <p>PD 1.1 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.2 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 1.3 Follows simple safety rules.</p> <p>PD 1.4 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 1.5 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>

Goal HPD-2: Children engage in active physical play indoors and outdoors.	
<p>Infants Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). HPD-2a</p> <ul style="list-style-type: none"> •Move their bodies to explore the indoor and outdoor environment. HPD-2b •Develop strength and stamina by continuing movements over short periods of time. HPD-2c <p>Younger Toddlers Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). HPD-2d</p> <ul style="list-style-type: none"> •Anticipate and ask for outdoor play (point at door and say, “Out!”, resist coming indoors). HPD-2e •Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). HPD-2f •Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. HPD-2g 	<p>Infants PD 1.1 Builds strength, coordination and balance of large muscles PD 1.2 Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys PD 1.3 Shows awareness of safe practices and demonstrates them when participating in activities. PD 1.4 Responds to and initiates routines for hygiene, feeding and dressing self. PD 1.5 Demonstrates knowledge about nutrition and healthy food choices.</p> <p>Young Toddlers PD 1.1 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 1.3 Responds to possible dangers in environment and avoids them when prompted. PD 1.4 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self. PD 1.5 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>

<p>Older Toddlers</p> <ul style="list-style-type: none"> •Develop strength and stamina by spending moderate periods of time playing vigorously. HPD-2h •Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”). HPD-2i •With guidance and support, transition from active to quiet activities. HPD-2j 	<p>Older Toddlers</p> <p>PD 1.1 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.2 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 1.3 Follows simple safety rules.</p> <p>PD 1.4 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 1.5 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
<p>Goal HPD-3: Children develop healthy sleeping habits.</p>	
<p>Infants</p> <ul style="list-style-type: none"> •Develop strength and stamina by spending moderate periods of time playing vigorously. HPD-2h •Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”). HPD-2i •With guidance and support, transition from active to quiet activities. HPD-2j <p>Younger Toddlers</p> <ul style="list-style-type: none"> •Cooperate with sleep routines (choose a book, get preferred sleep toy). HPD-3d •Use simple sounds, gestures, or words to show they are tired (say, “Night, night.”). HPD-3e 	<p>Infants</p> <p>PD 1.1 Builds strength, coordination and balance of large muscles</p> <p>PD 1.2 Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys</p> <p>PD 1.3 Shows awareness of safe practices and demonstrates them when participating in activities.</p> <p>PD 1.4 Responds to and initiates routines for hygiene, feeding and dressing self.</p> <p>PD 1.5 Demonstrates knowledge about nutrition and healthy food choices.</p> <p>Young Toddlers</p> <p>PD 1.1 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>

	<p>PD 1.3 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 1.4 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>PD 1.5 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<p>Older Toddlers</p> <p>Use language about sleep (say, “Time for bed,” after clearing lunch things; give sign for sleep). HPD-3f</p> <ul style="list-style-type: none"> •With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat). HPD-3g •Fall asleep on their own. HPD-3h 	<p>Older Toddlers</p> <p>PD 1.1 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.2 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 1.3 Follows simple safety rules.</p> <p>PD 1.4 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 1.5 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
Motor Development	
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.	
<p>Infants</p> <p>Gain control of arm and leg movements. HPD-4a</p> <ul style="list-style-type: none"> •Maintain upright posture when sitting and standing. HPD-4b •Move in and out of various positions by rolling, pushing up, and pulling to stand. HPD-4c 	<p>Infants</p> <p>PD 1.1 Builds strength, coordination and balance of large muscles</p> <p>PD 1.2 Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and</p>

<ul style="list-style-type: none"> •Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). HPD-4d <p>Younger Toddlers</p> <p>Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). HPD-4e</p> <ul style="list-style-type: none"> •Move their arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps). HPD-4f •Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker). HPD-4g 	<p>manipulate tools and toys</p> <p>PD 1.3 Shows awareness of safe practices and demonstrates them when participating in activities.</p> <p>PD 1.4 Responds to and initiates routines for hygiene, feeding and dressing self.</p> <p>PD 1.5 Demonstrates knowledge about nutrition and healthy food choices.</p> <p>Young Toddlers</p> <p>PD 1.1 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 1.3 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 1.4 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>PD 1.5 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<p>Older Toddlers</p> <p>Move their arms and legs to complete a task (kick, jump, step, pedal, push away). HPD-4h</p> <ul style="list-style-type: none"> •Move through the world with a variety of movements and with increasing independence (run, jump, pedal). HPD-4i •Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). HPD-4j •Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps). HPD-4k 	<p>Older Toddlers</p> <p>PD 1.1 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.2 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 1.3 Follows simple safety rules.</p> <p>PD 1.4 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 1.5 Anticipates the need to eat, rest and drink. Feeds</p>

	self soft foods with spoon or other utensil.
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	
<p>Infants Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. HPD-5a</p> <ul style="list-style-type: none"> •Transfer objects from one hand to the other. HPD-5b •Use a pincer grasp to pick up an object with finger and thumb. HPD-5c <p>Younger Toddlers Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). HPD-5d</p> <ul style="list-style-type: none"> •Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). HPD-5e •Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling). HPD-5f 	<p>Infants PD 1.1 Builds strength, coordination and balance of large muscles PD 1.2 Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys PD 1.3 Shows awareness of safe practices and demonstrates them when participating in activities. PD 1.4 Responds to and initiates routines for hygiene, feeding and dressing self. PD 1.5 Demonstrates knowledge about nutrition and healthy food choices.</p> <p>Young Toddlers PD 1.1 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 1.3 Responds to possible dangers in environment and avoids them when prompted. PD 1.4 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self. PD 1.5 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
Older Toddlers	Older Toddlers

<p>Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). HPD-5g</p> <ul style="list-style-type: none"> •Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). HPD-5h • Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel). HPD-5i 	<p>PD 1.1 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.2 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 1.3 Follows simple safety rules.</p> <p>PD 1.4 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 1.5 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
Self-Care	
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.	
<p>Infants</p> <ul style="list-style-type: none"> •Use different sounds to let caregivers know they need attention. HPD-6a •Begin to soothe themselves (suck thumb, find pacifier, reach for a security object). HPD-6b <p>Younger Toddlers</p> <ul style="list-style-type: none"> •Use gestures, words, or sign language to communicate what they need. HPD-6c •Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch). HPD-6d 	<p>Infants</p> <p>PD 1.1 Builds strength, coordination and balance of large muscles</p> <p>PD 1.2 Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys</p> <p>PD 1.3 Shows awareness of safe practices and demonstrates them when participating in activities.</p> <p>PD 1.4 Responds to and initiates routines for hygiene, feeding and dressing self.</p> <p>PD 1.5 Demonstrates knowledge about nutrition and healthy food choices.</p> <p>Young Toddlers</p> <p>PD 1.1 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.2 Purposefully grasps objects with finger and</p>

	<p>thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 1.3 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 1.4 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>PD 1.5 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6e •Soothe themselves when needed (find a quiet area for alone time, look at book before nap). HPD-6 	<p>Older Toddlers</p> <p>PD 1.1 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.2 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 1.3 Follows simple safety rules.</p> <p>PD 1.4 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 1.5 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
Goal HPD-7: Children develop independence in caring for themselves and their environment.	
<p>Infants</p> <ul style="list-style-type: none"> •Tolerate care routines (mouth care, handwashing, diapering, dressing, and bathing). HPD-7a •Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). HPD-7b <p>Younger Toddlers</p>	<p>Infants</p> <p>PD 1.1 Builds strength, coordination and balance of large muscles</p> <p>PD 1.2 Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys</p>

<ul style="list-style-type: none"> •Cooperate and help with care routines and cleanup (mouthcare, hand-washing, diapering, dressing, bathing). HPD-7c •Drink from a cup and feed themselves with their fingers or a spoon. HPD-7d 	<p>PD 1.3 Shows awareness of safe practices and demonstrates them when participating in activities.</p> <p>PD 1.4 Responds to and initiates routines for hygiene, feeding and dressing self.</p> <p>PD 1.5 Demonstrates knowledge about nutrition and healthy food choices.</p> <p>Young Toddlers</p> <p>PD 1.1 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 1.3 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 1.4 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>PD 1.5 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7e •Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting). HPD-7f •Feed themselves with a spoon. HPD-7g •Help with meal and snack routines. HPD-7h •Take care of objects (put toys away, handle materials carefully, water plants or garden). HPD-7i 	<p>Older Toddlers</p> <p>PD 1.1 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.2 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 1.3 Follows simple safety rules.</p> <p>PD 1.4 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 1.5 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>

Safety Awareness	
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
<p>Infants</p> <ul style="list-style-type: none"> •Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). HPD-8a •Notice and imitate adults' reactions to new people and situations. HPD-8b <p>Younger Toddlers</p> <ul style="list-style-type: none"> •Watch for adult reactions to unfamiliar things or situations that might be dangerous. HPD-8c •Show some caution about unfamiliar and/or unsafe situations. HPD-8d •Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!"). HPD-8e 	<p>Infants</p> <p>PD 1.1 Builds strength, coordination and balance of large muscles</p> <p>PD 1.2 Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys</p> <p>PD 1.3 Shows awareness of safe practices and demonstrates them when participating in activities.</p> <p>PD 1.4 Responds to and initiates routines for hygiene, feeding and dressing self.</p> <p>PD 1.5 Demonstrates knowledge about nutrition and healthy food choices.</p> <p>Young Toddlers</p> <p>PD 1.1 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 1.3 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 1.4 Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.</p> <p>PD 1.5 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p>

<p>Older Toddlers</p> <ul style="list-style-type: none"> •Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). HPD-8f •Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead). HPD-8g •With guidance, recognize and avoid situations that might cause harm. HPD-8h 	<p>Older Toddlers</p> <p>PD 1.1 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.2 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 1.3 Follows simple safety rules.</p> <p>PD 1.4 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 1.5 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
<p>Language Development and Communication</p>	
<p>Learning to Communicate</p>	
<p>Goal LDC-1: Children understand communications from others.</p>	
<p>Infants</p> <ul style="list-style-type: none"> •Engage in individual and reciprocal sound exploration and play (make “raspberries” or other sounds with someone). LDC-1a •Show interest in voices, and focus on speech directed at them. LDC-1b •Respond to different tones in speech directed at them. LDC-1c •Respond to simple requests (“Come here.” or “Do you want more?”). LDC-1d <p>Younger Toddlers</p> <ul style="list-style-type: none"> •Respond to others by using words or signs. LDC-1e •Respond to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1f •Follow simple directions and/or visual cues (“Put your pillow on the 	<p>Infants</p> <p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>Young Toddlers</p> <p>LLD 2.1 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.</p>

mat.” “Please sit by me.”). LDC-1g	
Older Toddlers <ul style="list-style-type: none"> •Respond when others talk to them, using a larger variety of words or signs. LDC-1h •Respond to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1i •Follow two-step directions with visual cues if needed (“Pick up the paper and put it in the trash.” “Get your cup and put it on the table.”). LDC-1j 	Older Toddlers LLD 3.1 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.
Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.	
Infants <ul style="list-style-type: none"> •Respond differently to facial expressions and tones of voice. LDC-2a •Pay brief attention to the same object the caregiver is looking at. LDC-2b •Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear). LDC-2c Younger Toddlers <ul style="list-style-type: none"> •Establish joint attention by looking at an object, at their caregiver, and back at the object. LDC-2d •Respond to and initiate dialogue with another person. LDC-2e •Use movement or behavior to initiate interaction with another person. LDC-2f 	Infants LLD 1.2 Mimics single sounds. Uses vocalizations and gestures to communicate. LLD 1.3 Babbles and vocalizes using sound, volume and inflection. Young Toddlers LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate. LLD 2.3 Imitates sounds and tones.
Older Toddlers <ul style="list-style-type: none"> •Engage in short dialogues of a few turns. LDC-2g •Ask questions or use verbal or nonverbal cues to initiate communication with another. LDC-2h 	Older Toddlers LLD 3.2 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.
Goal LDC-3: Children ask and answer questions in order to seek help,	

get information, or clarify something that is not understood.	
Infants <i>Emerging</i> Younger Toddlers <ul style="list-style-type: none"> •Respond to simple statements and questions about pictures, play, people, and things that are happening. LDC-3a 	Infants <i>Emerging</i> Younger Toddlers <p>LLD 2.4 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p>
Older Toddlers <ul style="list-style-type: none"> •Answer simple questions (“What is she doing?” “What happened to the bear in the story?”). LDC-3b •Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information. LDC-3c 	Older Toddlers <p>LLD 3.2 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>
Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.	
Infants <ul style="list-style-type: none"> •Repeat actions that mean something specific (lift arms to be picked up, point at desired toys). LDC-4a •Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-4b •“Jabber” and pretend to talk using many sounds or signs from the languages used around them. LDC-4c Younger Toddlers <ul style="list-style-type: none"> •Communicate through facial expressions, sounds, and body movements. LDC-4d •Expect others to understand them and show frustration, often through their behavior, if not understood. LDC-4e 	Infants <p>LLD 1.2 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 1.3 Babbles and vocalizes using sound, volume and inflection.</p> Young Toddlers <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD 2.3 Imitates sounds and tones.</p>

Older Toddlers <ul style="list-style-type: none"> •Communicate messages with expression, tone, and inflection. LDC-4f •Use speech that is understood most of the time by familiar listeners. LDC-4g 	Older Toddlers LLD 3.2 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.
Goal LDC-5: Children describe familiar people, places, things, and events.	
Infants <i>Emerging</i> Younger Toddlers <ul style="list-style-type: none"> •Act out familiar scenes and events, and imitate familiar people. LDC-5a 	Infants <i>Emerging</i> Young Toddlers LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate. LLD 2.3 Imitates sounds and tones.
Older Toddlers <ul style="list-style-type: none"> •Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5b •Use dramatic play to act out familiar scenes and events, and imitate familiar people. LDC-5c 	Older Toddlers LLD 3.2 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.
Goal LDC-6: Children use most grammatical constructions of their home language well.	

<p>Infants</p> <ul style="list-style-type: none"> •Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-6a •“Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate. LDC-6b <p>Younger Toddlers</p> <ul style="list-style-type: none"> •“Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language. LDC-6c •Use a few words to communicate (make requests and ask questions). LDC-6d 	<p>Infants</p> <p>LLD 1.2 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 1.3 Babbles and vocalizes using sound, volume and inflection.</p> <p>Young Toddlers</p> <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD 2.3 Imitates sounds and tones.</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Communicate in short sentences that follow the word order of their home language. LDC-6e •Combine two and three words. LDC-6f 	<p>Older Toddlers</p> <p>LLD 3.2 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>Goal LDC-7: Children respond to and use a growing vocabulary.</p>	
<p>Infants</p> <ul style="list-style-type: none"> •Make specific sounds, facial expressions, and/or gestures for certain people and objects. LDC-7a •Imitate sounds, words, and gestures. LDC-7b •Recognize spoken or signed words for common items. LDC-7c <p>Younger Toddlers</p> <ul style="list-style-type: none"> •Show steady increase in words used (e.g., name family members and familiar objects). LDC-7d •Imitate parts of familiar songs, chants, or rhymes. LDC-7e •Respond to simple words and phrases that they hear often. LDC-7f 	<p>Infants</p> <p>LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> <p>LLD 1.2 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 1.3 Babbles and vocalizes using sound, volume and inflection.</p>

<ul style="list-style-type: none"> •Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects. LDC-7g 	<p>Young Toddlers</p> <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>LLD 2.3 Imitates sounds and tones.</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy). LDC-7h •Participate in or repeat familiar songs, chants, or rhymes. LDC-7i •Show they understand many new vocabulary words and a variety of concepts (big and little, in and out). LDC-7j 	<p>Older Toddlers</p> <p>LLD 3.2 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>LLD 3.3 Shows awareness of separate words in spoken language.</p>
Foundations for Reading	
Goal LDC-8: Children develop interest in books and motivation to read.	
<p>Infants</p> <ul style="list-style-type: none"> •Pat and chew on tactile books. LDC-8a •Look at pictures of faces and simple objects. LDC-8b •Listen to simple and repetitive books, stories, and songs. LDC-8c <p>Younger Toddlers</p> <ul style="list-style-type: none"> •Engage in reading behaviors independently (choose books, turn pages (but not always in order, tell the story). LDC-8d •Show interest in books (e.g., tactile and picture books). LDC-8e •Listen to simple and repetitive books, stories, and songs for a brief period of time. LDC-8f •Carry books around, “name” them, and select books for adults to read out loud. LDC-8g 	<p>Infants</p> <p>LLD 1.5 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 1.6 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p> <p>Younger Toddlers</p> <p>LLD 2.5 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 2.6 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>

<p>Older Toddlers</p> <ul style="list-style-type: none"> •Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8h •Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays. LDC-8 	<p>Older Toddlers</p> <p>LLD 3.5 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 3.6 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<p>Goal LDC-9: Children comprehend and use information presented in books and other print media.</p>	
<p>Infants <i>Emerging</i> Younger Toddlers</p> <ul style="list-style-type: none"> •Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays. LDC-9a •Allow entire short book to be “read” with willingness to look at most pages. LDC-9b •Make appropriate sounds when looking at pictures (say, “Quack, quack” when looking at a duck, “Vrrrooom” when looking at a car). LDC-9c 	<p>Infants <i>Emerging</i> Younger Toddlers</p> <p>LLD 2.4 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD 2.5 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 2.6 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Chime in on a repeated line in a book while being read to by an adult. LDC-9d •Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. LDC-9e •Begin to relate personal experiences to events described in familiar books. LDC-9f •Answer simple questions about stories. LDC-9g •Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories). LDC-9h 	<p>Older Toddlers</p> <p>LLD 3.4 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 3.5 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 3.6 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>

Goal LDC-10: Children develop book knowledge and print awareness.	
<p>Infants</p> <ul style="list-style-type: none"> •Explore books and paper by tasting, mouthing, crumpling, banging, and patting. LDC-10a •Look at pictures while cuddling with caregiver. LDC-10b <p>Younger Toddlers</p> <ul style="list-style-type: none"> •Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book). LDC-10c •Identify some environmental print and logos (favorite cereal box, a sign for a familiar store). LDC-10d 	<p>Infants</p> <p>LLD 1.5 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 1.6 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p> <p>Younger Toddlers</p> <p>LLD 2.4 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.</p> <p>LLD 2.5 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 2.6 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.” LDC-10e •Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu). LDC-10f •Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, “That means light” when looking at a symbol of a light bulb located over the light switch). LDC-10g 	<p>Older Toddlers</p> <p>LLD 3.4 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p> <p>LLD 3.5 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 3.6 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
Goal LDC-11: Children develop phonological awareness.	

<p>Infants •Imitate and take turns with caregivers making different sounds. LDC-11a</p> <p>Younger Toddlers •Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures. LDC-11b</p>	<p>Infants LLD 1.3 Babbles and vocalizes using sound, volume and inflection.</p> <p>Younger Toddlers LLD 2.2 Says one- to two-word sentences. Repeat words heard frequently in the environment. Uses a few words and word-like sounds to communicate. LLD 2.3 Imitates sounds and tones.</p>
<p>Older Toddlers •Participate in rhyming games. LDC-11c •Notice sounds that are the same and different. LDC-11d •Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11e</p>	<p>Older Toddlers LLD 3.3 Shows awareness of separate words in spoken language. LLD 3.4 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name. LLD 3.5 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.	
<p>Infants <i>Emerging</i> Younger Toddlers <i>Emerging</i></p>	<p>Infants <i>Emerging</i> Younger Toddlers <i>Emerging</i></p>
<p>Older Toddlers •Demonstrate an interest in letters by asking about and/or naming some of them. LDC-12a</p>	<p>Older Toddlers LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p>

Foundations for Writing	
Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.	
Infants Emerging Younger Toddlers •Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon). LDC-13a	Infants Emerging Younger Toddlers LLD 1.7 Explores writing materials. LLD 2.7 Makes random marks with writing tools. Make handprints or fingerprints.
Older Toddlers •Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil). LDC-13b	Older Toddlers LLD 3.7 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.
Goal LDC-14: Children use knowledge of letters in their attempts to write.	
Infants Emerging Younger Toddlers Emerging	Infants Emerging Younger Toddlers LLD 1.7 Explores writing materials. LLD 2.7 Makes random marks with writing tools. Make handprints or fingerprints
Older Toddlers Emerging	Older Toddlers LLD 3.7 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.

Goal LDC-15: Children use writing skills and conventions.	
Infants Emerging Younger Toddlers <ul style="list-style-type: none"> •Hold marker or crayon with the fist. LC-15a •Dot or scribble with crayons, may progress to vertical lines. LC-15b 	Infants Emerging Younger Toddlers <p>LLD 1.7 Explores writing materials. LLD 2.7 Makes random marks with writing tools. Make handprints or fingerprints</p>
Older Toddlers <ul style="list-style-type: none"> •Explore a variety of tools that can be used for writing. LC-15c •Scribble and/or imitate an adult's marks with markers, crayons, paints, etc. LC-15d •Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. LC-15e 	Older Toddlers <p>LLD 3.7 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.</p>
Cognitive Development	
Construction of Knowledge: Thinking and Reasoning	
Goal CD-1: Children use their senses to construct knowledge about the world around them.	
Infants <ul style="list-style-type: none"> •Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, pick up large objects). CD-1a •Turn head or move toward sounds. CD-1b Younger Toddlers <ul style="list-style-type: none"> •Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth). CD-1c •Explore space with their bodies (fit self into large box, crawl under 	Infants <p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move. LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p> Younger Toddlers

table, climb over low walls). CD-1d	<p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Explore objects and materials physically to learn about their properties. CD-1e •Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel). CD-1f •Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing). CD-1g 	<p>Older Toddlers</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
Goal CD-2: Children recall information and use it for new situations and problems.	
<p>Infants</p> <ul style="list-style-type: none"> •Search for objects that are hidden or partly hidden. CD-2a •Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on parent's shoulder when new person comes near). CD-2b •Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle). CD-2c •Repeat an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue "horsey ride"). CD-2d •Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places. CD-2e 	<p>Infants</p> <p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>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>Younger Toddlers</p> <ul style="list-style-type: none"> •Search in several places where an object has been hidden recently. CD-2f •Notice a change in familiar objects, places, or events (frown at parent with a new haircut, look for furniture that was moved). CD-2g •Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, “water” plants with pitcher). CD-2h •Imitate behaviors they have seen in the past or in other places. CD-2i •Identify objects and people in pictures by pointing or looking. CD-2j 	<p>Younger Toddlers</p> <p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Search for objects in several places, even when not seen recently. CD-2k •Show they remember people, objects, and events (tell about them, act them out, point out similar happenings). CD-2l •Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack). CD-2m •Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent). CD-2n 	<p>Older Toddlers</p> <p>SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>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>Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</p>	
<p>Infants</p> <ul style="list-style-type: none"> •Show awareness of others’ reactions to people, objects, and events. CD-3a •Show awareness of another person’s intentions by establishing joint attention (look at an object, then at caregiver, and back at object). CD-3b <p>Younger Toddlers</p> <ul style="list-style-type: none"> •Show awareness of others’ feelings about things by looking to see how they react. CD-3c 	<p>Infants</p> <p>SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p> <p>SED 3.1 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>Younger Toddlers</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a</p>

	familiar adult or thing. Redirects to a new activity with help from caregivers.
Older Toddlers <ul style="list-style-type: none"> •Use words like “think,” “remember,” and “pretend.” CD-3d •Talk about what they and other people want or like. CD-3e 	Older Toddlers SED 4.4 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.
Creative Expression	
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.	
Infants <ul style="list-style-type: none"> •Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music). CD-4a •Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet). CD-4b Younger Toddlers <ul style="list-style-type: none"> •Show interest or pleasure in response to images, objects, and music (say, “Aaah” and reach for a brightly colored picture, look at or reach toward fluttering leaves). CD-4c •Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music). CD-4d 	Infants CA 1.1 Responds to sounds. Makes sounds to communicate feelings. CA 1.2 Moves body in a variety of ways. Uses body language to express feelings. CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials. CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets. Younger Toddlers CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate. CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on

	<p>paper.</p> <p>CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4e •Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4f 	<p>Older Toddlers</p> <p>CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 3.4 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</p>	
<p>Infants</p> <ul style="list-style-type: none"> •Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf). CD-5a •Explore sensory properties of art media (smear paint, pat and pound dough). CD-5b •Make a variety of sounds with simple instruments, toys, and their own voice. CD-5c •Express themselves by moving their bodies (wave arms when excited, hug soft toy). CD-5d 	<p>Infants</p> <p>CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p> <p>CA 1.2 Moves body in a variety of ways. Uses body language to express feelings.</p> <p>CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p> <p>CA 4.1 Imitates simple movements and facial</p>

<p>Younger Toddlers</p> <ul style="list-style-type: none"> •Use hats and clothes for dressup make-believe. CD-5e •Explore art materials freely (make marks, squeeze clay, tear paper). CD-5f •Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle). CD-5g •Move to music in their own way. CD-5h 	<p>expressions. Responds to props or puppets.</p> <p>Younger Toddlers</p> <p>CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.</p> <p>CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p> <p>CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Recreate familiar scenes using play materials, language, and actions. CD-5i •Experiment and create art with clay, crayons, markers, paint, and collage materials. CD-5j •Make up simple nonsense songs, sign, chant, and dance (sing “la-la-la-la” on two pitches, twirl around and fall down, “march” by lifting knees high). CD-5k •Express ideas and feelings through music, movement, and dance. CD-5l 	<p>Older Toddlers</p> <p>CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p> <p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 3.4 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p>Social Connections</p>	
<p>Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</p>	

<p>Infants</p> <ul style="list-style-type: none"> •Intently observe actions of children, adults, pets, and objects nearby. CD-6a •Seek parents, siblings, caregivers, and teachers for play and for meeting needs. CD-6b <p>Younger Toddlers</p> <ul style="list-style-type: none"> •Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine). CD-6c •Know whom they can go to for help (regular caregiver vs. visitor, parent vs. neighbor). CD-6d 	<p>Infants</p> <p>SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.</p> <p>SED 1.1 Explores self and others by using senses.</p> <p>SED 1.3 Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>Younger Toddlers</p> <p>CA 4.2 Mimics observed behaviors and words.</p> <p>Mimics the use of familiar objects.</p> <p>SED 4.2 Mimics observed behaviors and words.</p> <p>Mimics the use of familiar objects</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Use play to show what they know about relationships and roles in families and other familiar contexts. CD-6e •Talk about what others do during the day (“Mommy at work. Mimi at home.”). CD-6f •Help with daily routines (put cups out for lunch, feed pets, wash tables). CD-6g 	<p>Older Toddlers</p> <p>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>Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</p>	
<p>Infants</p> <ul style="list-style-type: none"> •Show a clear preference for familiar people. CD-7a <p>Younger Toddlers</p> <ul style="list-style-type: none"> •Recognize children and others they spend a lot of time with (make sounds, say name, move toward or away from child). CD-7b 	<p>Infants</p> <p>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>Young Toddlers</p> <p>SED 4.2 Greets and stays near familiar people.</p> <p>Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p>

Older Toddlers •Put self into categories based on age, gender, and physical characteristics (“I’m a girl.” “I have long hair.”). CD-7c	SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.	
Infants <i>Emerging</i> Younger Toddlers •Compare their own physical features with those of others by looking and touching. CD-8a	Infants <i>Emerging</i> Younger Toddlers SED 4.2 Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
Older Toddlers •Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics. CD-8b •Show awareness of similarities and differences among people and families during play. CD-8c	Older Toddlers 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.
Goal CD-9: Children explore concepts connected with their daily experiences in their community.	
Infants <i>Emerging</i> Younger Toddlers <i>Emerging</i>	Infants <i>Emerging</i> Younger Toddlers <i>Emerging</i>
Older Toddlers •Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police person). CD-9a	Older Toddlers CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

Mathematical Thinking and Expression	
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.	
<p>Infants</p> <ul style="list-style-type: none"> •Indicate they want “more” with signs, sounds, or looks. CD10a •Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 3 blocks longer than a tower with 7 blocks, reach for a basket with three balls rather than a basket with one ball). CD-10b <p>Younger Toddlers</p> <ul style="list-style-type: none"> •Explore quantity (for example, filling and dumping containers). CD-10c •Use words or actions that show understanding of the concepts of “more” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks). CD-10d •Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more). CD-10e 	<p>Infants</p> <p>PD 5.1 Cries when hungry or tired.</p> <p>PD 5.2 Communicates when hungry, thirsty or tired.</p> <p>Feeds self some finger foods.</p> <p>MR 6.1 Recognizes familiar people and objects.</p> <p>Recognizes self as being separate from others.</p> <p>Younger Toddlers</p> <p>MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.</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 4.2 Explores size and weight of objects in relation to self.</p> <p>MR 6.2 When shown one object, finds the match.</p> <p>Identifies and names familiar people, characters and animals.</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Use words or actions that show understanding of the concepts of “more,” “all,” and/or “none” (ask for more food, stop asking for more blocks when told they have “all” of the blocks, become upset when told there is no more Play-Doh®). CD-10f 	<p>Older Toddlers</p> <p>MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one,</p>

<ul style="list-style-type: none"> •Attempt to chant or recite numbers, but not necessarily in the correct order. CD-10g •Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car). CD-10h •Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls). CD-10i 	<p>two and more.</p> <p>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.</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.	
<p>Infants</p> <ul style="list-style-type: none"> •Discover objects of different sizes by exploring (put toys in mouth, pick up large objects). CD-11a <p>Younger Toddlers</p> <ul style="list-style-type: none"> •Participate in activities that compare the size and weight of objects. CD-11b •Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area). CD-11c 	<p>Infants</p> <p>MR 4.1 Recognizes when to use whole hand or just two fingers to pick up an object.</p> <p>Younger Toddlers</p> <p>MR 4.2 Explores size and weight of objects in relation to self.</p> <p>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>Older Toddlers</p> <ul style="list-style-type: none"> •Group objects into categories (cars with cars, plates separated from cups). CD-11d •Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby). CD-11e 	<p>Older Toddlers</p> <p>MR 6.4 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 6.6 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.	

Infants <ul style="list-style-type: none"> •Discover different shapes by exploring (put blocks in mouth, roll balls). CD-12a •Attempt to put objects into other objects (such as putting pieces into holes or other spaces). CD-12b 	Infants MR 3.1 Manipulates objects that are a variety of shapes. MR 7.1 Reacts to a problem and seeks a desired outcome.
Younger Toddlers <ul style="list-style-type: none"> •Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). CD-12c •Put basic shapes into a shape sorter using trial and error. CD-12d 	Younger Toddlers PD 2.1 Walks and climbs. Carries, drags, kicks and tosses objects.
Older Toddlers <ul style="list-style-type: none"> •Respond to and begin to use words describing positions (in, on, over, under, etc.). CD-12e •Name or match a few shapes. CD-12f •Stack or line up blocks that are the same shape. CD-12g 	Older Toddlers 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 3.3 Identifies a few basic shapes.
Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.	
Infants <i>Emerging</i>	Infants <i>Emerging</i>
Younger Toddlers <i>Emerging</i>	Younger Toddlers <i>Emerging</i>
Older Toddlers	Older Toddlers
<ul style="list-style-type: none"> •Use observation and emerging counting skills (1, 2, 3) during play and other daily activities. CD-13a 	MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.

Scientific Exploration and Knowledge	
Goal CD-14: Children observe and describe characteristics of living things and the physical world.	
<p>Infants <i>•Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, splash water). CD-14a</i></p> <p>Younger Toddlers <i>•Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves). CD-14b</i></p>	<p>Infants SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p> <p>Younger Toddlers SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment. 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>Older Toddlers <i>•Participate in the care of living things with guidance and support (water plants, help to feed classroom pet). CD-14c</i> <i>•Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors). CD-14d</i></p>	<p>Older Toddlers SCI 2.4 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p>
Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
<p>Infants <i>•Gather information through sight, hearing, taste, smell, and touch. CD-15a</i> <i>Use multiple senses to focus intently on objects, displays, materials, or events. CD-15b</i></p>	<p>Infants SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p>

<p>Younger Toddlers</p> <ul style="list-style-type: none"> •Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon). CD-15c •Use toys and other objects to make things happen (kick a ball, push a button on a toy). CD-15d •Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth). CD-15e 	<p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>Younger Toddlers</p> <p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>
<p>Older Toddlers</p> <ul style="list-style-type: none"> •Investigate differences between materials (sand, water, goop, moving air). CD-15f •Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass). CD-15g •Notice changes in materials when mixing and manipulating (paint, Play-Doh®, food ingredients). CD-15h 	<p>Older Toddlers</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self.</p>

*Alignment
of the*

Experience Early Learning Skills

with

North Carolina Foundations for
Early Learning and Development (3-5yrs)





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 <https://www.experiencecurriculum.com/skillsresearch/> to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.

Alignment

This document details the alignment of the **North Carolina Foundations for Early Learning and Development (3-5yrs)** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact info@experienceearlylearning.com.



North Carolina Foundations for Early Learning and Development

North Carolina Foundations for Early Learning and Development (3-5yrs)

Developmental Continuum of the Experience Early Learning Skills

Approaches to Play and Learning	
Curiosity, Information-Seeking, and Eagerness	
Goal APL-1: Children show curiosity and express interest in the world around them.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Discover things that interest and amaze them and seek to share them with others. APL-1j • Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1k • Show interest in a growing range of topics, ideas, and tasks. APL-1l 	<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.</p> <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>LLD 2 Communication 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>Older Preschoolers:</p> <ul style="list-style-type: none"> • Discover things that interest and amaze them and seek to share them with others. APL-1m • Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n • Show interest in a growing range of topics, ideas, and tasks. APL-1o • Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p 	<p>SCI 1 Investigation & Inquiry SED 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>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.5 Describes and compares preferences of self and others.</p> <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>

Goal APL-2: Children actively seek to understand the world around them.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Ask questions about the people and things around them. APL-2i • Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). APL-2j • Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther). APL-2k 	<p>LLD 2 Communication 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>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.</p> <p>SCI 3 Physical Science SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 4 Technology SCI 4.2 Begins to use simple tools purposefully, such as using a spoon to feed self. SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Ask questions to find out more about the things that interest them, including questions about future events. APL-2l • Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new). APL-2m • Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n 	<p>LLD 2 Communication 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.</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.</p> <p>MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
Play and Imagination	

Goal APL-3: Children engage in increasingly complex play.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Engage in dramatic play themes that include interacting with other children, but often are not coordinated. APL-3m • Talk to peers and share materials during play. APL-3n • Engage in make-believe play with imaginary objects. APL-3o • Use language to begin and carry on play with others. APL-3p • Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair). APL-3q 	<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.</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> <p>LLD 2 Communication 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>Older Preschoolers:</p> <ul style="list-style-type: none"> • Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r • Use more complex and varied language to share ideas and influence others during play. APL-3s • Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t • Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). APL-3u 	<p>SED 4 Social Relationships 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 about how others feel, live, eat, play and believe.</p> <p>LLD 2 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> <p>SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Offer new ideas about how to do or make things. APL-4h • Add new actions, props, or dress-up items to pretend play. APL-4i • Use materials (e.g., art materials, instruments, construction, writing 	<p>LLD 2 Communication 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>implements) or actions to represent experiences or ideas in novel ways. APL-4j</p> <ul style="list-style-type: none"> • Experiment with language, musical sounds, and movement. APL-4k 	<p>CA 4 Drama</p> <p>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>SCI 1 Investigation & Inquiry</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>Older Preschoolers:</p> <ul style="list-style-type: none"> • Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l • Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m • Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n • Make up stories, songs, or dances for fun during play. APL-4o 	<p>CA 4 Drama</p> <p>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>CA 4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.</p> <p>CA 3 Visual Arts</p> <p>CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p>CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.</p>
Risk-Taking, Problem-Solving, and Flexibility	
Goal APL-5: Children are willing to try new and challenging experiences.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Express a belief that they can do things that are hard. APL-5k • Choose to participate in an increasing variety of familiar and new experiences. APL-5l • Accept new challenges when offered. APL-5m 	<p>SED 3 Attention & Persistence</p> <p>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>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>

<ul style="list-style-type: none"> • Try things they are not sure they can do, while avoiding dangerous risks. APL-5n 	<p>PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Express a belief that they can do things that are hard. APL-5o • Approach new experiences independently. APL-5p • Ask to participate in new experiences that they have observed or heard about. APL-5q • Independently seek new challenges. APL-5r 	<p>SED 3 Attention & Persistence SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Goal APL-6: Children use a variety of strategies to solve problems.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6k • Purposefully use a variety of strategies to solve different types of problems. APL-6l • Talk to themselves to work through the steps to solve a problem. APL-6m 	<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>MR 7 Logic & Reason MR 7.3 Recognizes a problem and asks for help.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6n • Describe the steps they will use to solve a problem. APL-6o • Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p • Explain how they solved a problem to another person. APL-6q 	<p>PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p>MR 7 Logic & Reason MR 7.3 Recognizes a problem and asks for help. MR 7.4 Tries out many possible solutions to a problem. MR 7.6 Mentally eliminates possible solutions to a problem by thinking through their potential results. MR 7.7 Explains the sequence of his or her problem-solving strategy.</p>

Attentiveness, Effort, and Persistence	
Goal APL-7: Children demonstrate initiative.	
Younger Preschoolers: <ul style="list-style-type: none"> • Show increasing independence and purpose when making choices (“I want to go to blocks.”). APL-7h • Express goals or plans and follow through on them (“I’m going to draw my house.”). APL-7i 	SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option. 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.
Older Preschoolers: <ul style="list-style-type: none"> • Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). APL-7j • Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7k • Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). APL-7l 	SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option. 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.
Goal APL-8: Children maintain attentiveness and focus.	
Younger Preschoolers: <ul style="list-style-type: none"> • Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). APL-8h • Remain engaged in more complex activities that they have chosen. APL-8i • Maintain focus and return to an activity after a break. APL-8j 	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.
Older Preschoolers: <ul style="list-style-type: none"> • Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). APL-8k • Consistently remain engaged in self-directed activities. APL-8l 	SED 3 Attention & Persistence SED 3.6 Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.

Goal APL-9: Children persist at challenging activities.	
Younger Preschoolers: <ul style="list-style-type: none"> • Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9e • When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9f • Keep working to complete tasks, including those that are somewhat difficult. APL-9g 	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. MR 7 Logic & Reason MR 7.4 Tries out many possible solutions to a problem.
Older Preschoolers: <ul style="list-style-type: none"> • Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h • When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i • Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j • Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k 	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. MR 7 Logic & Reason MR 7.4 Tries out many possible solutions to a problem.
Emotional and Social Development	
Developing a Sense of Self	
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.	
Younger Preschoolers: <ul style="list-style-type: none"> • Describe self (characteristics that can be seen, things they can do, 	SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.

<p>things they like, possessions). ESD-1k</p> <ul style="list-style-type: none"> Express a sense of belonging to a group (say “There’s Kirby from my class,” move to stand with own group upon request, “I am a girl.”). ESD-1l Use own first and last name. ESD-1m Choose activities they like and name their favorite activities. ESD-1n 	<p>SED1.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1.5 Describes and compares preferences of self and others.</p> <p>SS 1 Culture & Community</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). ESD-1o Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q 	<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 1.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1.5 Describes and compares preferences of self and others.</p> <p>SS 1 Culture & Community</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>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.</p>
<p>Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2k Express the belief that they can do many things. ESD-2l Try new activities and attempt new challenges. ESD-2m 	<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 3 Attention & Persistence</p> <p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n 	<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 1.4 When given two to three options, chooses his/her most desired option.</p>

<ul style="list-style-type: none"> • Express the belief that they can do many things. ESD-2o • Stick with tasks even when they are challenging. ESD-2p • Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”). ESD-2q 	<p>SED 1.5 Describes and compares preferences of self and others.</p> <p>SED 3 Attention & Persistence</p> <p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Developing a Sense of Self With Others	
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3m • Show affection for adults they are close to. ESD-3n • Given time, form positive relationships with new teachers or caregivers. ESD-3o • Show ease and comfort in their interactions with familiar adults. ESD-3p 	<p>SED 4 Social Relationships</p> <p>SED 4.2 Greet and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>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.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3q • Form positive relationships with new teachers or caregivers over time. ESD-3r • Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3s 	<p>SED 4 Social Relationships</p> <p>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> <p>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 about how others feel, live, eat, play and believe.</p>
Goal ESD-4: Children form relationships and interact positively with other children.	

<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4k • Form and maintain friendships with a few other children. ESD-4l • Identify another child as a friend. ESD-4m • Approach other children easily, expecting positive interactions. ESD-4n • Show ease and comfort in their interactions with familiar children. ESD-4o 	<p>SED 4 Social Relationships</p> <p>SED 4.2 Greet and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.</p> <p>SED 4.5 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.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Demonstrate social skills when interacting with other children (turntaking, conflict resolution, sharing). ESD-4p • Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q • Seek and give support with children they identify as friends. ESD-4r • Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s • Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t 	<p>SED 4 Social Relationships</p> <p>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> <p>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 about how others feel, live, eat, play and believe.</p> <p>SED 1 Self-Awareness</p> <p>SED 1.6 Negotiates to attain personal preference in a situation.</p>
<p>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5k • Often make requests clearly and effectively. ESD-5l • Show awareness that their actions affect others (move carefully around classmate's block structure). ESD-5m • Wait for a short time to get what they want (a turn with a toy, a snack). ESD-5n • Work to resolve conflicts effectively, with guidance and support. 	<p>SED 2 Self-Regulation</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>PD 3 Safety</p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p>

<p>ESD-5o</p> <ul style="list-style-type: none"> • Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures. ESD-5p 	<p>PD 3.3 Follows simple safety rules.</p> <p>MR 7 Logic & Reasoning MR 7.3 Recognizes a problem and asks for help.</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>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Follow social rules, transitions, and routines that have been explained to them. ESD-5q • Make requests clearly and effectively most of the time. ESD-5r • Balance their own needs with those of others in the group. ESD-5s • Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5t • Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5u • Express respect and caring for all people, including people with disabilities and those from different cultures. ESD-5v 	<p>SED 2 Self-Regulation 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>PD 3 Safety PD 3.3 Follows simple safety rules.</p> <p>MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem. MR 7.6 Mentally eliminates possible solutions to a problem by thinking through their potential results.</p> <p>SED 4 Social Relationships SED 4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged. SED 4.8 Describes different types of relationships. Works collaboratively in group and encourages others to include or help another person. Demonstrates respect for people who may look or act differently.</p>
<p>Learning About Feelings</p>	
<p>Goal ESD-6: Children identify, manage, and express their feelings.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Express a range of emotions (happiness, sadness, fear, anger, 	<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</p>

<p>disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6l</p> <ul style="list-style-type: none"> • Use a variety of words or signs to express and manage feelings more clearly. ESD-6m • Describe reasons for their feelings (“I’m sad because Grandma’s leaving.” “That makes me mad when you do that!”). ESD-6n 	<p>a new activity with help from caregivers.</p> <p>SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>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>Older Preschoolers:</p> <ul style="list-style-type: none"> • Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o • Independently manage and express feelings effectively most of the time. ESD-6p • Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”). ESD-6q • Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”). ESD-6r • Use problem-solving strategies when feeling angry or frustrated. ESD-6s 	<p>SED 2 Self-Regulation</p> <p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED2.5 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 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>SED 2.7 Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.</p>
<p>Goal ESD-7: Children recognize and respond to the needs and feelings of others.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7j • Communicate concern for others (share a toy with someone who doesn’t have one, ask, “Are you OK?”). ESD-7k • Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7l • Show awareness that other people have different feelings (“I like raisins but he doesn’t.” “I’m scared on that ride but she isn’t.”). 	<p>SED 4 Social Relationships</p> <p>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.</p> <p>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> <p>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 about how others feel, live, eat, play and believe.</p>

ESD-7m	
Older Preschoolers: <ul style="list-style-type: none"> • Communicate understanding and empathy for others' feelings. ESD-7n • Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o • Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p 	SED 1 Self-Awareness SED 1.7 Predicts how self and others might feel in a variety of situations and explains why. SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences. SED 4 Social Relationships SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly. SED 4.7 Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.
Health and Physical Development	
Physical Health and Growth	
Goal HPD-1: Children develop healthy eating habits.	
Younger Preschoolers: <ul style="list-style-type: none"> • Try new foods. HPD-1p • Feed themselves with utensils independently. HPD-1q • Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda). HPD-1r 	PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil. PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.
Older Preschoolers: <ul style="list-style-type: none"> • Try new foods. HPD-1s • Feed themselves with utensils independently. HPD-1t • Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u • Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v • Name foods and beverages that help to build healthy bodies. 	PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil. PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self. 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.

HPD-1w	
Goal HPD-2: Children engage in active physical play indoors and outdoors.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Develop strength and stamina by spending moderate periods of time playing vigorously. HPD-2k • Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2l • Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). HPD-2m • Transition from active to quiet activities with limited guidance and support. HPD-2n 	<p>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.</p> <p>PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Develop strength and stamina by spending extended periods of time playing vigorously. HPD-2o • Communicate ways exercise keeps us healthy and makes us feel good. HPD-2p • Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q • Transition independently from active to quiet activities most of the time. HPD-2r 	<p>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 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.</p> <p>PD 1 Gross Motor PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p> <p>SED 2 Self-Regulation 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>
Goal HPD-3: Children develop healthy sleeping habits.	

<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Recognize and communicate signs of being tired. HPD-3i • With increasing independence, start and participate in sleep routines. HPD-3j 	<p>PD 5 Nutrition</p> <p>PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p> <p>PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k • Independently start and participate in sleep routines most of the time. HPD-3l 	<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> <p>PD 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.</p>
<p>Motor Development</p>	
<p>Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4l • Refine movements and show generally good coordination (e.g., throwing and catching). HPD-4m • Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology). HPD-4n • Move their bodies in space with good coordination (running, hopping in place, galloping). HPD-4o 	<p>PD 1 Gross Motor</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Coordinate movement of upper and lower body. HPD-4p • Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q 	<p>PD 1 Gross Motor</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>

<ul style="list-style-type: none"> • Move quickly through the environment and be able to stop (run fast, pedal fast). HPD-4r • Show awareness of own body in relation to other people and objects while moving through space. HPD-4s 	<p>PD 1.6 Skips confidently, gallops and slides side to side. Changes direction and speed of movement.</p> <p>PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p>
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Draw simple shapes and figures (square for block, circles). HPD-5j • Engage in activities that require hand-eye coordination (build with manipulatives, mold PlayDoh®, work puzzles with smaller pieces). HPD-5k • Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). HPD-5l 	<p>LLD 7 Writing</p> <p>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.</p> <p>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.</p> <p>PD 2 Fine Motor</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m • Engage in complex hand eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n • Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o 	<p>LLD 7 Writing</p> <p>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.</p> <p>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.</p> <p>PD 2 Fine Motor</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>PD 2.7 Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, e.g., fabric, cardstock.</p>
Self-Care	
Goal HPD-6: Children develop awareness of their needs and the	

ability to communicate their needs.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6g • Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). HPD-6h 	<p>PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>PD 5 Nutrition PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.</p> <p>SED 2 Self-Regulation 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>Older Preschoolers:</p> <ul style="list-style-type: none"> • Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i • Consistently use strategies to calm themselves when needed. HPD-6j 	<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>SED 2 Self-Regulation 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>
Goal HPD-7: Children develop independence in caring for themselves and their environment.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7j • Dress and undress themselves with occasional assistance. HPD-7k • Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). HPD-7l • Serve food for themselves. HPD-7m • Help with routine care of the indoor and outdoor learning 	<p>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.</p> <p>PD 5 Nutrition PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.</p>

environment (recycle, care for garden). HPD-7n • Name people who help children stay healthy. HPD-7o	
Older Preschoolers: <ul style="list-style-type: none"> • Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7p • Dress and undress themselves independently. HPD-7q • Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7r • Eat with a fork. HPD-7s • Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7t • Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7u 	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 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.
Safety Awareness	
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
Younger Preschoolers: <ul style="list-style-type: none"> • Know what their bodies can do, and play within their abilities to avoid injury to self or others. HPD-8i • Usually recognize and avoid objects and situations that might cause harm. HPD-8j • Usually follow basic safety rules. HPD-8k • Call a trusted adult when someone gets injured or is in an unsafe situation. HPD-8l 	PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules. PD 3.8 Takes appropriate initiative in dangerous and emergency situations.
Older Preschoolers: <ul style="list-style-type: none"> • Avoid potentially dangerous behaviors. HPD-8m • Consistently recognize and avoid people, objects, substances, 	PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules.

<p>activities, and environments that might cause harm. HPD-8n</p> <ul style="list-style-type: none"> Independently follow basic safety rules. HPD-8o Identify people who can help them in the community (police, firefighter, nurse). HPD-8p 	<p>PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.</p> <p>PD 3.8 Takes appropriate initiative in dangerous and emergency situations.</p> <p>SS 1 Culture & Community</p> <p>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.</p>
Language Development and Communication	
Learning to Communicate	
Goal LDC-1: Children understand communications from others.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> Show understanding of increasingly complex sentences. LDC-1k With prompting and support, respond to requests for information or action. LDC-1l Follow simple multi step directions with visual cues if needed. LDC-1m 	<p>LLD 1 Listening</p> <p>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.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> Show understanding of increasingly complex sentences. LDC-1n Respond to requests for information or action. LDC-1o Follow more detailed multi step directions. LDC-1p 	<p>LLD 1 Listening</p> <p>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>
Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication). LDC-2i 	<p>LLD 1 Listening</p> <p>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.</p>

<ul style="list-style-type: none"> • Initiate and carry on conversations, and ask questions about things that interest them. LDC-2j • With prompting and support, make comments and ask questions related to the topic of discussion. LDC-2k 	<p>LLD 2 Communication</p> <p>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>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.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l • Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m • Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n • Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o • Appreciate and use humor. LDC-2p 	<p>LLD 1 Listening</p> <p>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>LLD 2 Communication</p> <p>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.</p> <p>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>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Answer longer questions using more detail. LDC-3d • Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. LDC-3e 	<p>LLD 1 Listening</p> <p>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.</p> <p>LLD 2 Communication</p> <p>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>Older Preschoolers:</p> <ul style="list-style-type: none"> • Answer more complex questions with more explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s 	<p>LLD 2 Communication</p> <p>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>nice to me.”). LDC-3f</p> <ul style="list-style-type: none"> • Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g 	<p>LLD 1 Listening</p> <p>LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.</p>
<p>Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Communicate messages with expression, tone, and inflection appropriate to the situation. LDC-4h • Speak clearly enough to be understood by familiar adults and children. LDC-4i 	<p>LLD 1 Listening</p> <p>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>LLD 2 Communication</p> <p>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>Older Preschoolers:</p> <ul style="list-style-type: none"> • Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4j • Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4k • Speak clearly enough to be understood by most people. LDC-4l 	<p>LLD 2 Communication</p> <p>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 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.</p> <p>LLD 1 Listening</p> <p>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>Goal LDC-5: Children describe familiar people, places, things, and events.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5d 	<p>LLD 1 Listening</p> <p>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.</p>

<ul style="list-style-type: none"> • Describe experiences and create or retell short narratives. LDC-5e 	LLD 2 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.
Older Preschoolers: <ul style="list-style-type: none"> • Describe experiences and create and/or retell longer narratives. LDC-5f 	LLD 2 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.
Goal LDC-6: Children use most grammatical constructions of their home language well.	
Younger Preschoolers: <ul style="list-style-type: none"> • Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). LDC-6g • Make grammatical errors that follow language rules (say, “mouses” instead of “mice”). LDC-6h 	LLD 2 Communication 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 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.
Older Preschoolers: <ul style="list-style-type: none"> • Speak in full sentences that are grammatically correct most of the time. LDC-6i 	LLD 2 Communication LLD 2.5 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.
Goal LDC-7: Children respond to and use a growing vocabulary.	
Younger Preschoolers: <ul style="list-style-type: none"> • Repeat familiar songs, chants, or rhymes. LDC-7k • Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). LDC-7l • Make up names for things using words they know (e.g., dog doctor for veterinarian). LDC-7m 	CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing. LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific

<ul style="list-style-type: none"> • Use many kinds of cues in the environment to figure out what words mean. LDC-7n 	<p>person or object is called. Communicates needs, desires and ideas.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Repeat familiar songs, chants, or rhymes. LDC-7o • Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7p • Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7q 	<p>CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p> <p>LLD 2 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>
Foundations for Reading	
Goal LDC-8: Children develop interest in books and motivation to read.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8j • Show an interest in books, other print, and reading related activities. LDC-8k • Listen to and discuss storybooks, simple information books, and poetry. LDC-8l 	<p>LLD 5 Concept of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 6 Reading Comprehension 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>Older Preschoolers:</p> <ul style="list-style-type: none"> • Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m • Use and share books and print in their play. LDC-8n • Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o 	<p>LLD 5 Concept of Print LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 6 Reading Comprehension 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>

Goal LDC-9: Children comprehend and use information presented in books and other print media.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Imitate the special language in storybooks and story dialogue with some accuracy and detail. LDC-9i • With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. LDC-9j • Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts. LDC-9k • Relate personal experiences to events described in familiar books, with prompting and support. LDC-9l •Ask questions about a story or the information in a book. LDC-9m • With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9n 	<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>Older Preschoolers:</p> <ul style="list-style-type: none"> • Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-9o • Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-9p • Use knowledge of the world to make sense of more challenging texts. LDC-9q • Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-9r • Ask more focused and detailed questions about a story or the information in a book. LDC-9s • Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9t 	<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>
Goal LDC-10: Children develop book knowledge and print	

awareness.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Hold a book upright while turning pages one by one front to back, but not always in order. LDC-10h • With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member). LDC-10i • Demonstrate an understanding that print can tell people what to do (such as print and symbols to organize classroom activities—where to store things, when they will have a turn). LDC-10j 	<p>LLD 5 Concept of Print</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Hold a book upright while turning pages one by one from front to back. LDC-10k • Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.”). LDC-10l • Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-10m • With prompting and support, run their finger under or over print as they pretend to read text. LDC-10n • Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-10o • Identify their name and the names of some friends when they see them in print. LDC-10p 	<p>LLD 5 Concept of Print</p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 4 Alphabetic Knowledge</p> <p>LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
Goal LDC-11: Children develop phonological awareness.	
<p>Younger Preschoolers:</p>	<p>CA 1 Music</p> <p>CA 1.2 Responds to changes in sound, rhythm, volume or melody.</p>

<ul style="list-style-type: none"> • Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. LDC-11f • Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11g • Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). LDC-11h 	<p>Repeats words in familiar songs and attempts to sing. CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Enjoy rhymes and wordplay, and sometimes add their own variations. LDC-11i • Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11j • Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11k • Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11l 	<p>CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing. CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. LLD 3.3 Shows awareness of separate words in spoken language. LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<p>Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Demonstrate an interest in learning the alphabet. LDC-12b • Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. LDC-12c • Recognize and name some letters of the alphabet, especially those in their own name. LDC-12d 	<p>LLD 4 Alphabetic Knowledge LLD 4.2 Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud. LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Demonstrate an interest in learning the alphabet. LDC-12e • Show they know that letters function to represent sounds in spoken 	<p>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 4.5 Names all upper- and lowercase letters when presented in random</p>

<p>words. LDC-12f</p> <ul style="list-style-type: none"> • Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g • Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”). LDC-12h • Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i 	<p>order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.</p> <p>LLD 3 Phonological Awareness</p> <p>LLD 3.3 Shows awareness of separate words in spoken language. LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<p>Foundations for Writing</p>	
<p>Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). LDC-13c • With prompting and support, communicate their thoughts for an adult to write. LDC-13d • Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). LDC-13e 	<p>LLD 7 Writing</p> <p>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.</p> <p>LLD 2 Communication</p> <p>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>Older Preschoolers:</p> <ul style="list-style-type: none"> • Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f • Communicate their thoughts for an adult to write. LDC-13g • Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing 	<p>LLD 7 Writing</p> <p>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.</p>

center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13h	LLD 2 Communication 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.
Goal LDC-14: Children use knowledge of letters in their attempts to write.	
Younger Preschoolers: <ul style="list-style-type: none"> • Begin to use letters and approximations of letters to write their name. LC-14a • Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). LC-14b 	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 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.
Older Preschoolers: <ul style="list-style-type: none"> • Use known letters and approximations of letters to write their own name and some familiar words. LC-14c • Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LC-14d 	LLD 7 Writing 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 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.
Goal LDC-15: Children use writing skills and conventions.	
Younger Preschoolers: <ul style="list-style-type: none"> • Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers). LC-15f • Make marks they call “writing” that look different from drawings 	LLD 7 Writing LLD 7.1 Explores writing materials. LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints. 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.

<p>(vertical series of marks for a “grocery list,” horizontal line of marks for a “story”). LC-15g</p> <ul style="list-style-type: none"> • Play with writing letters and make letter-like forms. LC-15h 	<p>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.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Use a variety of writing tools and materials with increasing precision. LC-15i • Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LC-15j • Use some conventional letters in their writing. LC-15k 	<p>LLD 7 Writing</p> <p>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.</p> <p>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.</p>
Cognitive Development	
Construction of Knowledge: Thinking and Reasoning	
Goal CD-1: Children use their senses to construct knowledge about the world around them.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1h • Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1i • Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). CD-1j 	<p>SCI 3 Physical Science</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 1 Investigation & Inquiry</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>MR 6 Classification</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of 	<p>SCI 1 Investigation & Inquiry</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>the object to the bottom). CD-1k</p> <ul style="list-style-type: none"> • Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1l • Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1m • Organize and use information through matching, grouping, and sequencing. CD-1n 	<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>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>MR 6 Classification MR 6.5 Sorts objects by more than one feature and explains why. MR 6.6 Identifies, sorts and classifies objects by at least two features.</p>
<p>Goal CD-2: Children recall information and use it for new situations and problems.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Recognize whether a picture or object is the same as or different from something they have seen before. CD-2o • Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). CD-2p • Describe or act out a memory of a situation or action, with adult support. CD-2q • Make predictions about what will happen using what they know. CD-2r • Introduce ideas or actions in play based on previous knowledge or experience. CD-2s • Ask questions about why things happen and try to understand cause and effect. CD-2t 	<p>SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past.</p> <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 7.2 Experiments with cause and effect.</p> <p>LLD 1 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.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Demonstrate their ability to apply what they know about everyday experiences to new situations. CD-2u • Describe past events in an organized way, including details or personal reactions. CD-2v • Improve their ability to make predictions and explain why things happen using what they know. CD-2w 	<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>LLD 2 Communication LLD 2.7 Communicates by using simple and compound sentences.</p>

<ul style="list-style-type: none"> • Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x • Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y 	<p>Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.</p> <p>MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3f • Use words like “think” and “know” to talk about thoughts and beliefs. CD-3g • Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). CD-3h 	<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>Older Preschoolers:</p> <ul style="list-style-type: none"> • Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3i • Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). CD-3j • Use language to describe their thinking processes with adult support. CD-3k 	<p>CA 4 Drama 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>SED 1 Self-Awareness SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p> <p>SS 1 Culture & Community SS 1.7 Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.</p>
Creative Expression	
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.	

<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4g • Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4h 	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.5 Describes and compares preferences of self and others.</p> <p>LLD 2 Communication 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.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4i • Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j • Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). CD-4k 	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.5 Describes and compares preferences of self and others.</p> <p>LLD 2 Communication 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.</p> <p>CA 3 Visual Arts CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.</p>
<p>Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5m • Show creativity and imagination when using materials and assuming roles during pretend play. CD-5n • Explore the properties of art materials and use them with purpose to 	<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>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>CA 3 Visual Arts</p>

<p>draw, paint, sculpt, and create in other ways. CD-5o • Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. CD-5p • Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. CD-5q</p>	<p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 1 Music CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1,4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r • Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s • Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t • Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u • Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v 	<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>CA 4 Drama CA 4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.</p> <p>CA 3 Visual Arts CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p> <p>CA 1 Music CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 2 Dance & Movement CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
<p>Social Connections</p>	
<p>Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Talk about close family members, name their relationships to each 	<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>other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”). CD-6h</p> <ul style="list-style-type: none"> • Adopt roles of family and community members during play, given support and realistic props. CD-6i • Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors). CD-6j 	<p>SS 1 Culture & Community</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>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.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k • Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l • Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m 	<p>SED 4 Social Relationships</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>SS 1 Culture & Community</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>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.</p>
<p>Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, “That’s my family,” or “I’m in Ms. Emily’s class.”). CD-7d 	<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>SS 1 Culture & Community</p> <p>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.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e 	<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>SS 1 Culture & Community</p>

	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.
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.	
Younger Preschoolers: <ul style="list-style-type: none"> • Show acceptance of people who are different from themselves as well as people who are similar. CD-8d • Given support and guidance, explore different cultural practices during play and planned activities. CD-8e 	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. SED 4.8 Describes different types of relationships. Works collaboratively in group and encourages others to include or help another person. Demonstrates respect for people who may look or act differently. SS 1 Culture & Community SS 1.2 With help, participates in family traditions and customs.
Older Preschoolers: <ul style="list-style-type: none"> • Show acceptance of people who are different from themselves as well as people who are similar. CD-8f • Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me."). CD-8g • Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h 	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. SED 4.8 Describes different types of relationships. Works collaboratively in group and encourages others to include or help another person. Demonstrates respect for people who may look or act differently. SED 1 Self-Awareness SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences. SS 1 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.
Goal CD-9: Children explore concepts connected with their daily experiences in their community.	
Younger Preschoolers:	LLD 2 Communication

<ul style="list-style-type: none"> • Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9b • Notice changes that happen over time (seasons, self or others growing bigger). CD-9c • Notice and talk about weather conditions. CD-9d • With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). CD-9e 	<p>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.</p> <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>SCI 2 Natural & Earth Science 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>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.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9f • Observe and talk about changes in themselves and their families over time. CD-9g • Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear). CD-9h • Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i • Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j 	<p>LLD 2 Communication 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.</p> <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>SCI 2 Natural & Earth Science SCI 2.3 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>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.</p>

Mathematical Thinking and Expression	
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.	
Younger Preschoolers: <ul style="list-style-type: none"> • Rote count in order to 10 with increasing accuracy. CD-10j • Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” CD-10k • Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more (choose a plate with four cookies rather than a plate with one cookie). CD-10l 	MR 1 Number Sense MR 1.2 Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more. 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.
Older Preschoolers: <ul style="list-style-type: none"> • Rote count in order to 20 with increasing accuracy. CD-10n • Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). CD-10o • Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” CD-10p • Given a number 0-5, count out that many objects. CD-10q • Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. CD-10r 	MR 1 Number Sense 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.
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.	
Younger Preschoolers: <ul style="list-style-type: none"> • Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group. 	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.

CD-10m	
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. C-10s • Write numerals or number-like forms during play and daily activities. CD-10t • Match numerals 1-5 to sets of objects, with guidance and support. CD-10u • Recognize some numerals and attempt to write them during play and daily activities. CD-10v • Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). CD-10w 	<p>MR 1 Number Sense</p> <p>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.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p> <p>LLD 7 Writing</p> <p>LLD 7.7 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.</p> <p>SS 4 History and Sense of Time</p> <p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p>
Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11f • Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11g • Compare the size or weight of two objects and identify which one is longer/ taller/heavier than the other (“That rock is heavier than this one; I can’t lift it.” “A snake is longer than a worm.”). CD-11h • Identify familiar objects as the same or different. CD-11i • Sort familiar objects into categories with increasing accuracy (tools 	<p>MR 6 Classification</p> <p>MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.7 Answers questions about data or objects sorted in up to three categories.</p> <p>MR 4 Measurement</p> <p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p>

<p>for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf). CD-11j</p> <ul style="list-style-type: none"> • Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors). CD-11k 	<p>MR 5 Patterns</p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.4 Creates and extends two-step patterns.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11l • Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11m • Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string). CD-11n • Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest). CD-11o • Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color). CD-11p • Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). CD-11q 	<p>MR 6 Classification</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 6.7 Answers questions about data or objects sorted in up to three categories.</p> <p>MR 4 Measurement</p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 5 Patterns</p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.4 Creates and extends two-step patterns.</p>
<p>Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Show they understand positions in space by using position words during play and by following directions from an adult (say, “Stand behind the chair.” “Put the ball in the box.”). CD-12h • Use 2- and 3-dimensional shapes to create pictures, designs, or structures. CD-12i 	<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>

<ul style="list-style-type: none"> • Find shapes in the environment and describe them in their own words. CD-12j 	<p>MR 3 Shapes MR 3.6 Describes objects in the environment as two- and three-dimensional shapes. MR 3.7 Describes and draws defining features of shapes.</p> <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>Older Preschoolers:</p> <ul style="list-style-type: none"> • Consistently use a variety of words for positions in space, and follow directions using these words. CD-12k • Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). CD-12l • Name basic shapes and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). CD-12m 	<p>MR 2 Spatial Awareness 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 2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</p> <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>MR 3 Shapes MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>
<p>Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). CD-13b • Use observation and counting (not always correctly) to find out how 	<p>MR 4 Measurement MR 4.2 Explores size and weight of objects in relation to self. MR 4.3 Determines which object is bigger (heavier, longer) when given two objects. MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p>

<p>many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). CD-13c</p> <ul style="list-style-type: none"> • Use drawing and concrete materials to represent mathematical ideas (draw many circles to show “lots of people,” put Popsicle® sticks in a pile to show the number of children who want crackers for snack). CD-13d 	<p>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.</p> <p>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.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies. CD-13e • Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). CD-13f • Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question). CD-13g • Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”). CD-13h 	<p>MR 1 Number Sense 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.</p> <p>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.</p> <p>MR 4 Measurement MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings. MR 4.6 Makes logical estimates and uses measurement tools to check estimation.</p>
<p>Scientific Exploration and Knowledge</p>	
<p>Goal CD-14: Children observe and describe characteristics of living things and the physical world.</p>	


<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). CD-14e • Notice and react to the natural world and the outdoor environment. CD-14f • Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. CD-14g • Notice and describe current weather conditions. CD-14h • Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). CD-14i • Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper). CD-14j 	<p>SCI 2 Nature & 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 3 Physical Science</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-14k • Notice and react to the natural world and the outdoor environment. CD-14l • Describe some things plants and animals need to live and grow (sunlight, water, food). CD-14m • Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-14n • Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-14o • Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-14p • Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-14q 	<p>MR 6 Classification</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>SCI 2 Nature & Earth Science</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 2.5 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 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p> <p>SCI 3 Physical Science</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>


<p>Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</p>	
<p>Younger Preschoolers:</p> <ul style="list-style-type: none"> • Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15i • Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.). CD-15j • Ask questions to find out more about the natural world. CD-15k • Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars). CD-15l • Describe and predict changes that take place when mixing and manipulating materials. CD-15m 	<p>SCI 1 Investigation & Inquiry</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 1.5 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 3 Physical Science</p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 4 Technology</p> <p>SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
<p>Older Preschoolers:</p> <ul style="list-style-type: none"> • Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15n • Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-15o • Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-15p • Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-15q • Make and check predictions through observations and experimentation, with adult support and guidance. CD-15r • Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-15s 	<p>SCI 1 Investigation & Inquiry</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 1.5 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 1.7 Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.</p> <p>SCI 4 Technology</p> <p>SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p>

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Young School-Age


Social & Emotional Development


Individual children develop at a unique pace.			Infant	Toddler	Preschool / Pre-K		Young School-Age			
Skill / Skill Code			Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Physical Development	PD 1 Gross Motor	Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.	Walks and climbs. Carries, drags, kicks and tosses objects.	Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.	Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.	Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.	Skips confidently, gallops and slides side to side. Changes direction and speed of movement.	Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.	
	PD 2 Fine Motor	Reaches for objects in sight. Uses arms or legs to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.	Opens, closes, twists and pulls objects with one or both hands.	Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, e.g., fabric, cardstock.	Beads, grasps and stacks objects of all sizes with speed and accuracy.	
	PD 3 Safety	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules.	Seeks opportunities to help others. Tries to solve own social problems.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations and how to behave accordingly. Describes how to get help.	Takes appropriate initiative in dangerous and emergency situations.	
	PD 4 Personal Care	Receives appropriate healthcare from caregivers. Responds when physical needs are not met.	Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.	With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.	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.	Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.	Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.	Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.	Explains how feeling well is related to proper nutrition, exercise and rest. Describes how to deal with health concerns of self and others.	
	PD 5 Nutrition	Cries when hungry or tired.	Communicates when hungry, thirsty or tired. Feeds self some finger foods.	Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.	Identifies food and serves a portion into bowl or plate. Feeds self.	Identifies food groups and sorts food. Chooses between two appropriate food options.	Identifies food that is nutritious. Helps to prepare food for others.	Describes what happens after consumption of food.	Describes the functions of basic organs.	


Individual children develop at a unique pace.		Infant		Toddler		Preschool / Pre-K		Young School-Age	
Skill / Skill Code		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Language & Literacy Development	LLD 1 Listening	Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.	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.	Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.	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.	Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.	Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.	Asks or answers specific questions about key details from information or stories shared verbally. Remembers and follows previous rules or directions shared verbally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally. Responds to verbal statements that have implied directions or requests.
	LLD 2 Communication	Mimics single sounds. Uses vocalizations and gestures to communicate.	Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.	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.	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.	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.	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.	Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.	Communicates using conjugated verbs. Uses expression and tone to communicate meaning. Explains the difference between two closely related words.
	LLD 3 Phonological Awareness	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.	Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes sounds in words.
	LLD 4 Alphabetic Knowledge	Looks for familiar people and objects when given their names. Babbles or repeats sounds.	Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.	Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.	Recognizes some common words in print; such as his/her name, mom, dad. Identifies six to seven letters and their sounds.	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.	Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Reads and decodes root words with inflectional endings, e.g., -ed, -ing, -s. Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
	LLD 5 Concepts of Print	Looks at or points to pictures. Opens and closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.
	LLD 6 Reading Comprehension	Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.	Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.	Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.	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.	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.	With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts. Summarizes texts and their messages. Describes the points of view of various characters.
	LLD 7 Writing	Explores writing materials.	Makes random marks with writing tools. Make handprints or fingerprints.	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.	Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.	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.	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.	Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings. Writes ideas or groups information in logical order. Uses descriptive words in writing.

Mathematics & Reasoning

MR 1 Number Sense	Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.	Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.	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.	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.	Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.	Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.	Identifies and counts in sequence to 120 from a given number. Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false.	Compares and orders numerals to 1000. Identifies if a number is even or odd. Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20. Solves addition or subtraction word problems.
MR 2 Spatial Awareness	Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.	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.	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.	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.	Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.	Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.	Matches 2D to 3D shapes. Recognizes symmetry. Gives and follows positional instructions to find objects. Builds complex shapes from simpler shapes. Splits shapes into four equal parts.	Determines when shapes have been rotated or flipped. Uses representations, coordinate systems and maps. Separates a shape into halves, thirds and fourths.
MR 3 Shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
MR 4 Measurement	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
MR 5 Patterns	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
MR 6 Classification	Recognizes familiar people and objects. Recognizes self as being separate from others.	When shown one object, finds the match. Identifies and names familiar people, characters and animals.	Sort objects by one feature, such as size or color. Groups objects by common characteristics.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
MR 7 Logic & Reasoning	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

Skill / Skill Code		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Science	SCI 1 Investigation & Inquiry	Looks for a person or toy that has moved out of sight. Reacts to changes.	Asks one- to two-word questions. Uses senses to explore environment.	Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.	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.	Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.	Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.	Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.
	SCI 2 Natural & Earth Science	Explores immediate environment using senses. Reacts to weather changes in immediate environment.	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.	Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.	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.	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.	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.	Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate.
	SCI 3 Physical Science	Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.	Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects and materials in immediate environment.	Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.	Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.

Individual children develop at a unique pace.		Infant	Toddler	Preschool / Pre-K		Young School-Age			
Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Social Studies	SS 1 Culture & Community	Recognizes family members and is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.	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.	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.	Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.	Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.	Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.
	SS 2 Civics & Economics	Attends to others in immediate environment. Grasps and releases objects.	Participates in communal activities. Expresses a desire for an object or action. Says me, mine.	Recognizes and attends to authority figures. Recognizes ownership of familiar objects.	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.	Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.	Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.	Describes different levels of government, e.g., local, state, national. Makes democratic decisions. Explains how and why people work together in trade to get what they need and want.
	SS 3 Geography	Responds to changes in the immediate environment. Navigates within a familiar environment.	Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.	Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.	Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.	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.	Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.	Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.
	SS 4 History & Sense of Time	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

Skill / Skill Code		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Creative Arts	CA 1 Music	Responds to sounds. Makes sounds to communicate feelings.	Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.	Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.	Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.	Maintains rhythm in various meter groupings. Participates in call-and-response and two-part rounds. Experiments and performs self-written music or rhythmic patterns.
	CA 2 Dance & Movement	Moves body in a variety of ways. Uses body language to express feelings.	Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.	Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.	Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.	Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.	Recalls and dances a sequence of two or three movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences. Describes how dances and movements express certain ideas or feelings.
	CA 3 Visual Arts	Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.	Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.	Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.	Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.	Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.	Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.	Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.	Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
	CA 4 Drama	Imitates simple movements and facial expressions. Responds to props or puppets.	Mimics observed behaviors and words. Mimics the use of familiar objects.	Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.	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.	With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.	Rehearses, memorizes and performs a short play. Plans a story and creates costumes, settings or props to create a mood or environment.