



Alignment of the
Experience Early Learning Skills
with
Virginia's Early Learning & Development Standards (Elds)
Birth-Five Learning Guidelines





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Virginia's Early Learning & Development Standards (Elds) Birth-Five Learning Guidelines** with the **Experience Early Learning Skills**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

The Experience Early Learning Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum. They represent child development research and support the behavioral shifts that occur over time and trigger a reorganization of the child's cognitive, social, emotional and physical processes (Emde, 1989).

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

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



For more information about the research basis of the Experience Early Learning Skills please reference the Research Foundation Book, Edition 2.



[2021 Virginia's Early Learning & Development Standards \(Elds\) Birth-Five Learning Guidelines](#)

Virginia's Early Learning & Development Standards (Elds)
Birth-Five Learning Guidelines

Experience Early Learning Developmental Continuum of Skills

AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	
APL1. Curiosity and Initiative	
APL1.1. Being curious learners	
<u>Early Infancy 0-8 months</u> <ul style="list-style-type: none"> Shows awareness of what is going on around them by turning their head and looking around (APL1.1a) Shows excitement with facial expressions, vocalizations, or physical movements (APL1.1b) 	LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
<u>Later Infancy 6-14 months</u> <ul style="list-style-type: none"> Shows interest in new experiences such as reaching out to touch rain, hearing a new song, or examining new items (APL1.1c) 	PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object. SCI 3.1 Uses senses to explore objects
<u>Early Toddler 12-24 months</u> <ul style="list-style-type: none"> Participates in new experiences, begins to ask questions, and experiments with new materials (APL1.1d) 	SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
<u>Later Toddler 22-36 months</u> <ul style="list-style-type: none"> Asks questions about materials and how they are used (APL1.1e) Shows interest and awareness in changes in the environment (APL1.1f) 	SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.

<u>Early Preschool 34-48 months</u> · Seeks out new information, asks “Why?” (APL1.1g)	SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.
<u>Later Preschool 44-60 months</u> · Shows curiosity by saying things like, “I wonder what will happen next.” (APL1.1h) · Seeks out new information by asking, “How does that work?” (APL1.1i) · Shows eagerness to learn about a variety of topics (APL1.1j)	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. SCI 1.5 Asks questions or shows curiosity
APL1. Curiosity And Initiative	
APL1.2. Taking Initiative	
<u>Early Infancy 0-8 months</u> · Explores their own body by mouthing and clapping hands and by kicking and touching feet (APL1.2a) · Reaches, stretches, or works to crawl towards a desired object or person (APL1.2b) · Repeats actions to get same reaction from an adult (e.g., smiling, laughing, verbalizing) (APL1.2c) · Repeats actions on objects to get same reaction from the object (e.g., kicking items on mobile, moving arms to sound rattle or bell noise on wrist) (APL1.2d)	SED 1.1 Explores self and others by using senses. PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object. MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo. MR 7.1 Repeats actions on objects to get a desired outcome.
<u>Later Infancy 6-14 months</u> · Explores objects using their senses and by manipulating them in a variety of ways (e.g., bangs, shakes, throws) (APL1.2e) · Moves toward interesting people, sounds, objects, and activities (APL1.2f) · Seeks out objects that an adult hides (APL1.2g) · Plays with one object for a few minutes before focusing on a	SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move. SED 3.1 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.

different object (APL1.2h) · Initiates turn-taking with familiar adults (e.g., gives parent a toy and parent offers a new toy) (APL1.2i)	SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.
<u>Early Toddler 12-24 months</u> · Initiates activities of interest and tries to get others involved (APL1.2j) · Uses toys to make things happen (e.g., pushes a button on a toy to create a sound) (APL1.2k)	PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks.
<u>Later Toddler 22-36 months</u> · Tries out different ways of using new materials (APL1.2l)	CA 3.2 Uses hands and feet to explore a variety of media.
<u>Early Preschool 34-48 months</u> · Purposely tries different ways of doing things to see what happens (e.g., builds ramps with different blocks to make their cars go faster and farther) (APL1.2m) · Makes attempts at new and challenging activities (e.g., climbs a new, higher slide) (APL1.2n)	MR 7.3 Tries out many possible solutions SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur. SED 3.3 Asserts a desire to start or end an activity. Asks for help as needed.
<u>Later Preschool 44-60 months</u> · Chooses different ways to explore the environment based on prior experiences with tools or actions (APL1.2o) · Suggests new ideas for play activities and follows through with self-direction and independence (APL1.2p) · Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide) (APL1.2q)	MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task. SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project.
APL2. Creativity and Imagination	
APL2.1. Showing creativity and imagination	

<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Explores toys and safe objects with hands and mouth (APL2.1a) 	<p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Observes other people's use of objects (APL2.1b) · Imitates simple actions (e.g., claps hands together, covers eyes with hands) (APL2.1c) · Uses everyday objects for a variety of purposes (APL2.1d) 	<p>SED 3.2 Attends to what others are looking at or pointing to. CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar objects.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Uses realistic objects in pretend play (e.g., pretends to fit toy keys into a door lock) (APL2.1e) · Plays with stuffed animals as though they were real (APL2.1f) · Shows imagination by using objects to stand-in for other objects (e.g., uses a block to represent a phone or a car) (APL2.1g) · Reenacts familiar events using props (e.g., pats a doll on the back, says, "night, night" and puts it in the toy bed) (APL2.1h) 	<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>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><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Creates three dimensional structures using blocks and found materials (e.g., stones or sticks) (APL2.1i) · Incorporates props while talking about actions (e.g., takes play dough to the housekeeping area to fill muffin tins before putting them in the play oven) (APL2.1j) · Creates new words or rhymes (APL2.1k) 	<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><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Transitions between reality and imagination in cooperative play, dramatic play, or during guided drama experience (APL2.1l) · Begins to sequence actions in dramatic play (e.g., gathers 	<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>pots, spoons, and plastic vegetables to “make soup”) (APL2.1m)</p> <ul style="list-style-type: none"> · Connects dramatic play to story (e.g., acts as a familiar character) (APL2.1n) 	<p>Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, retells a story by pointing at pictures or role-playing with props.</p>
<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play) (APL2.1o) · Utilizes realistic and open-ended materials in cooperative play (APL2.1p) · Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle) (APL2.1q) 	<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 4.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>APL3. Executive Functions and Cognitive Self-Regulation</p>	
<p>APL3.1. Focusing and paying attention</p>	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · With adult support, starts to filter distractions to focus on people or objects in environment (APL3.1a) · Limits sensory input by breaking gaze and shifting attention (APL3.1b) 	<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><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Demonstrates increasing ability to attend to people, objects, and activities (e.g., quiets motor movements and shows intense concentration) (APL3.1c) · Notices when something expected does not happen (APL3.1d) · Kicks a toy repeatedly and notices the movement of the toy (APL3.1e) 	<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>

<u>Early Toddler 12-24 months</u> · Participates in activities with people and materials that require attention like listening to simple stories as they are read (APL3.1f)	SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
<u>Later Toddler 22-36 months</u> · Focuses on selfinitiated activities for a short amount of time (e.g., works on a puzzle) (APL3.1g) · Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes) (APL3.1h)	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. Expresses delight over a successful project.
<u>Early Preschool 34-48 months</u> · With adult prompts and support, focuses attention on activities like listening to stories read to a group for short periods of time in spite of interruptions or distraction (APL3.1i) · Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes) (APL3.1j)	SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3.6 Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.
<u>Later Preschool 44-60 months</u> · Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence (APL3.1k) · Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes) (APL3.1l) · Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group) (APL3.1m)	SED 3.7 Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings. SED 4.4 Participates in group with those different than self. A
APL3. Executive Functions and Cognitive Self-Regulation	
APL3.2. Building working memory	

<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Shows recognition of familiar faces and voices by attending to that person (APL3.2a) · Develops expectations of what will happen based on prior experiences (e.g., caregiver will come when baby cries) (APL3.2b) 	<p>SS1.1 Recognizes family members</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><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Shows recognition and memory of familiar faces and objects over longer periods of time since last seen (APL3.2c) · Correctly looks and reaches toward a toy's hiding place when the place has been changed from one location to another (APL3.2d) 	<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><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Points to and names parents, siblings, body parts, and familiar objects (APL3.2e) · Sings some of the words to a favorite song (APL3.2f) · Follows simple 1-step verbal directions like "put your spare clothes in your cubby" (APL3.2g) 	<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>
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Practices remembering by recounting a story or verbally describing a picture no longer in view (APL3.2h) · Remembers where materials are kept in familiar environments (e.g., can retrieve spare clothes from cubby) (APL3.2i) 	<p>LLD6.3 Recalls a story.</p> <p>MR 7.2 Recalls where familiar objects are kept in the environment.</p>
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Repeats a list of items needed for self-care or play (APL3.2j) · Plays simple memory and matching games (APL3.2k) · Remembers and follows 2-step directions to complete simple tasks (e.g., "wash your hands then help prepare or eat a snack") (APL3.2l) 	<p>LLD 1.3 Follows related two-step directions given verbally.</p> <p>LLD 1.4 Listens to a story or request then responds appropriately.</p> <p>SS4.4 Recalls information and events from the past</p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines.</p>

<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug) (APL3.2m) · Remembers actions that go with stories or songs (APL3.2n) · Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) (APL3.2o) 	<p>LLD 1.5 Follows multi-step directions given verbally. CA 2.5 Follows a leader to perform a simple movement pattern.</p>
<p>APL3. Executive Functions and Cognitive Self-Regulation</p>	
<p>APL3.3. Thinking flexibly and adapting</p>	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Explores objects by putting in the mouth and then rattling or shaking (APL3.3a) · Modifies expressions and actions based on others' responses (e.g., begins to smile in response to caregiver's smiling face) (APL3.3b) 	<p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p> <p>PD 4.1 Adjusts behavior according to emotional or facial response of a familiar person.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Shows ability to shift focus to attend to something else (APL3.3c) · Participates in a new activity or tries new ways to solve a problem with little protest (APL3.3d) · Allows caregiver to interrupt an activity to perform a routine as long as the caregiver notifies in advance (e.g., child playing with toy allows caregiver to wipe face) (APL3.3e) 	<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 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <p>SED 2.2 Redirects to a new activity with help from caregivers.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Tries a variety of approaches to get what is wanted (APL3.3f) 	<p>SED 1.3 Expresses likes and dislikes.</p>

<ul style="list-style-type: none"> · Modifies actions or behavior in social situations, daily routines, to problem solve (APL3.3g) 	SED 2.2 Redirects to a new activity with help from caregivers.
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Adjusts to changes in routines when informed in advance (APL3.3h) · Identifies signals for changes between activities (APL3.3i) · Makes transitions that are part of a daily schedule (APL3.3j) 	SED 2.3 Recognizes when the typical routine is not followed, identifies the change and transitions when informed earlier.
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Demonstrates “cognitive flexibility” by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach) (APL3.3k) · Shows ability to shift attention from one task or activity to another when necessary (APL3.3l) 	SED 2.4 With support, negotiates ways to handle non-routine transitions.
<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape) (APL3.3m) · Considers ideas from adults and other children in finding a solution or strategy (APL3.3n) · Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) (APL3.3o) · Responds consistently to adult suggestions to try out different activities (APL3.3p) 	<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>MR6.4 After sorting objects by one feature, sorts again by a different feature.</p>
APL3. Executive Functions and Cognitive Self-Regulation	
APL3.4. Inhibiting responses	

<p><u>Early Infancy 0-8 months</u></p> <p>Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.</p> <p>↓</p>	↓
<p><u>Later Infancy 6-14 months</u></p> <p>↓</p>	↓
<p><u>Early Toddler 12-24 months</u></p> <p>↓</p>	↓
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Begins to take turns and waits in line for short periods of time with adult support (APL3.4a) 	SED 2.3 Experiments and role-plays with a range of emotions. Waits or a turn.
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Seeks adult help when distressed with behavior of or interaction with a peer (APL3.4b) · With adult support, begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) (APL3.4c) · Begins to inhibit impulsive behaviors with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator's reminder) (APL3.4d) 	SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle non-routine transitions.
<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out) (APL3.4e) · Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy 	<p>SED 2.5 Names 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>SS2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self.</p>

or activity (APL3.4f)	SS2.5 Suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.
APL3. Executive Functions and Cognitive Self-Regulation	
APL3.5. Persisting and problem solving	
<u>Early Infancy 0-8 months</u> <ul style="list-style-type: none"> · Cries persistently until needs are met (APL3.5a) · Repeats attempts to reach a desired object by looking at or moving toward the object (APL3.5b) · Uses more than one strategy to get what they want (e.g., vocalizing as well as reaching or moving toward) (APL3.5c) 	PD 3.1 Expresses distress when needs are not met. SED 1.1 Vocalizes or moves to express wants and needs.
<u>Later Infancy 6-14 months</u> <ul style="list-style-type: none"> · Repeats attempts to communicate or repeats actions to get desired action or object (APL3.5d) · Persists in looking to find things that are hidden (APL3.5e) · Uses trial and error to solve problems (e.g., pressing a lever to make a particular toy pop up) (APL3.5f) 	LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate. SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes. MR 7.1 Reacts to a problem and seeks a desired outcome.
<u>Early Toddler 12-24 months</u> <ul style="list-style-type: none"> · Shows increasing ability to stay engaged and complete task (e.g., putting all shapes in a shape sorter) (APL3.5g) · Repeats preferred activities and gestures, signs, or asks for “more” (APL3.5h) · Turns puzzle pieces different ways to complete a puzzle (APL3.5i) · Begins to use different strategies to solve a problem when one approach does not work (APL3.5j) 	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. Expresses delight over a successful project. SS2.2 Expresses a desire for an object or action. MR 7.4 Plans steps to accomplish task and then tries out many possible solutions to a problem.

· Uses language to request help (APL3.5k)	
<u>Later Toddler 22-36 months</u> · Practices a skill or activity many times, even with difficulty (e.g., building a taller block tower or balancing on a log or balance beam) (APL3.5l) · Alters approach to tasks when initial approach does not work (e.g., tries different techniques when assembling a shape puzzle) (APL3.5m) · Responds to adult's verbal encouragement to try a new object or experience or try again after an unsuccessful attempt at an activity (APL3.5n)	SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project. MR 7.1 tries out many possible solutions to a problem.
<u>Early Preschool 34-48 months</u> · Persists in preferred tasks that may be challenging, with or without adult support (APL3.5o) · Remembers solutions discovered before and uses them (e.g., uses a spoon to mix flour and water for playdough when fingers get sticky from using hands) (APL3.5p) · Responds to adult's positive feedback for effort to continue trying or practicing a new skill (APL3.5q)	SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. Expresses delight over a successful project. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.
<u>Later Preschool 44-60 months</u> · Sometimes persists in less preferred activities with or without adult support (APL3.5r) · Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work) (APL3.5s)	SED 3.5 Sustains focus,persisting even if there are problems or distractions. Independently completes a familiar activity. SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
APL4. Behavioral Self-Regulation	
APL4.1. Managing actions and behaviors	

<u>Early Infancy 0-8 months</u> · Responds to caregivers' attempts at regulation (e.g., by rocking, talking to child) (APL4.1a)	SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.
<u>Later Infancy 6-14 months</u> · Looks to adult for guidance before acting in novel situations (e.g., looks at adults' facial cues) (APL4.1b)	SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.
<u>Early Toddler 12-24 months</u> · Follows simple routines established by adults (e.g., eating, napping, playing) (APL4.1c) · Follows simple instructions from adult (e.g., puts toy in a specified location) (APL4.1d)	PD 4.2 Participates in taking care of some personal needs, such as feeding self.
<u>Later Toddler 22-36 months</u> · Participates in simple routines with adult support (e.g., hand washing before eating, clean up after eating) (APL4.1e) · Becomes familiar with basic safety rules (e.g., hold an adult's hand when crossing the street) (APL4.1f)	PD 4.3 With help, participates in healthy habits and healthcare routines PD 3.3 Follows simple safety rules.
<u>Early Preschool 34-48 months</u> · Follows classroom rules and routines with prompting and reminders from adults (e.g., uses visual aids to meet behavioral expectations) (APL4.1g) · Uses classroom materials with adult support (e.g., how to handle appropriately, how to properly store) (APL4.1h)	SS2.3 Recognizes and attends to authority figures. Follows rules with prompting
<u>Later Preschool 44-60 months</u> · Follows classroom rules and routines more independently (e.g., morning arrival) (APL4.1i) · Uses classroom materials appropriately (APL4.1j) · Manages actions, words, and behavior with increasing	SS2.4 Follows familiar rules and helps make group decisions. SED 2.5 Names 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.

independence (e.g., matches behavior to context and expectations) (APL4.1k)	
AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	
SED1. Positive Self-Concept	
SED1.1. Developing self-awareness	
<u>Early Infancy 0-8 months</u> · Learns about self by exploring hands, feet, body, and movement (SED1.1a) · Turns to familiar voice (SED1.1b) · Displays personal preferences and individual temperament (SED1.1c)	SED 1.1 Explores self and others by using senses. 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.
<u>Later Infancy 6-14 months</u> · Recognizes own name (e.g., looks up, smiles, or turns head toward a person who is saying their name) (SED1.1d) · Discovers how movement and gestures can be used to relate to others (e.g., reaches hand out to grab a snack from dad) (SED1.1e)	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. 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.
<u>Early Toddler 12-24 months</u>	

<ul style="list-style-type: none"> · Shows awareness of one's own thoughts, feelings, and preferences (e.g., child hits peer, then says, "I'm mad") (SED1.1f) · Uses own first name (SED1.1g) 	<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><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Shows awareness of being part of a family and a larger community (e.g., identifies siblings in family photo) (SED1.1h) · Describes own physical characteristics and behaviors (SED1.1i) · Indicates likes and dislikes when asked (SED1.1j) 	<p>SSS 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>SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Demonstrates awareness of self as a unique individual (e.g., refers to favorite shirt or boots) (SED1.1k) · Uses own first and family (last) name (SED1.1l) · Describes their physical characteristics, behavior, and abilities positively (e.g., tells a peer, "My hair is curly and beautiful.") (SED1.1m) 	<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>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><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests) (SED1.1n) · Positively identifies self as a member of a specific culture or group that fits into a larger world picture (SED1.1o) · Shares other identifying information (e.g., parent's name) (SED1.1p) · Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people (SED1.1q) 	<p>SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p> <p>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>

SED1. Positive Self-Concept	
SED1.2. Developing self-confidence	
<u>Early Infancy 0-8 months</u> · Smiles or is comforted when a trusted caregiver speaks to them (SED1.2a)	SEd 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.
<u>Later Infancy 6-14 months</u> · Shows likes and dislikes consistent with the family's cultural expectations (e.g., happily eats the curry mashed vegetables and signs "more") (SED1.2b)	SS 1.2 With help, participates in family traditions and customs. SED 1.2 Shows preference for certain foods or toys.
<u>Early Toddler 12-24 months</u> · Shows awareness of being seen by others such as repeating an action when someone is watching (SED1.2c) · Begins to recognize own abilities; is aware of self and own preferences (SED1.2d)	SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.
<u>Later Toddler 22-36 months</u> · Performs the tasks requested of them and may initiate tasks on their own (SED1.2e) · Expresses likes and dislikes, including favorite foods, colors, or activities (SED1.2f) · Demonstrates new skills and abilities to others (SED1.2g)	SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.
<u>Early Preschool 34-48 months</u> · Begins to experiment with their own potential (e.g., sees how high they can climb on the playground equipment or sees how fast they can complete a task) (SED1.2h) · Shows positive selfidentity (e.g., "I am a smart girl") (SED1.2i) · Exhibits confidence in performance (e.g., "Look how high I	SED 1.5 Describes and compares preferences of self and others. SED 1.4 Demonstrates confidence in own abilities.

jumped.”) (SED1.2j)	SED 3.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.
<u>Later Preschool 44-60 months</u> · Displays pride in their accomplishments (SED1.2k)	SED 1.5 Describes and compares preferences of self and others. SED 3.4 Expresses delight over a successful project.
SED1. Positive Self-Concept	
SED1.3. Becoming autonomous and independent	
<u>Early Infancy 0-8 months</u> · Uses facial expressions and body movements to express comfort or discomfort (e.g., turns head away when no longer hungry) (SED1.3a) · Relies on familiar adults to meet all basic needs (SED1.3b)	PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.
<u>Later Infancy 6-14 months</u> · Becomes calm when needs are met (SED1.3c) · Relies on familiar adults for help or assistance (SED1.3d)	PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods. PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.
<u>Early Toddler 12-24 months</u> · Shows anxiety upon separation from primary caregiver and/or familiar adults (SED1.3e) · Asks for help from familiar adults but may attempt to complete parts of tasks independently (SED1.3f)	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.

	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.
<u>Later Toddler 22-36 months</u> <ul style="list-style-type: none"> Shows signs of security and trust when separated from familiar adults (SED1.3g) Asks for help from familiar adults, but may push away and refuse help (SED1.3h) Knows and states independent thoughts (e.g., "I do it myself.") (SED1.3i) 	PD 3.2 Responds to possible dangers in environment and avoids them when prompted. SED 2.3 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. Expresses delight over a successful project.
<u>Early Preschool 34-48 months</u> <ul style="list-style-type: none"> Transitions into unfamiliar settings with assistance of familiar adults (SED1.3j) Asks for help from adults when needed, but may prefer to complete tasks independently (SED1.3k) 	SED 2.3 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. Expresses delight over a successful project.
<u>Later Preschool 44-60 months</u> <ul style="list-style-type: none"> Acts independently in unfamiliar settings with unfamiliar adults (SED1.3l) Attempts to complete tasks independently (SED1.3m) Asks for support from adults only when needed (SED1.3n) 	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.
SED2. Emotional Competence	
SED2.1. Seeing and naming emotions in self and others	
<u>Early Infancy 0-8 months</u> <ul style="list-style-type: none"> Watches, observes, and listens to adults and other children (SED2.1a) Responds to interactions from familiar caregiver (e.g., smiles when caregiver smiles, turns head when hears 	SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.

familiar voice) (SED2.1b)	
<u>Later Infancy 6-14 months</u> <ul style="list-style-type: none"> Shows a range of emotions (e.g., shares in wonders, amazement, delight, and disappointment) (SED2.1c) Begins to have a greater awareness of own emotions (e.g., says or gestures “no” to refuse, babbles or laughs when happy) (SED2.1d) 	SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.
<u>Early Toddler 12-24 months</u> <ul style="list-style-type: none"> Imitates emotions of others (e.g., pats a child or adult when upset) (SED2.1e) Recognizes and labels own feelings with adult support (SED2.1f) 	SED 2 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.
<u>Later Toddler 22-36 months</u> <ul style="list-style-type: none"> Recognizes emotions of others (e.g., "mama sad," "papa happy") (SED2.1g) 	SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
<u>Early Preschool 34-48 months</u> <ul style="list-style-type: none"> Identifies complex emotions in a book, picture, or on a person’s face (e.g., frustrated, confused, excited) (SED2.1h) 	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.
<u>Later Preschool 44-60 months</u> <ul style="list-style-type: none"> Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad) (SED2.1i) Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away) (SED2.1j) 	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.
SED2. Emotional Competence	

SED2.2. Expressing emotions	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort (SED2.2a) 	<p>SED 4 Social Relationships</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><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> Begins to spontaneously make emotional gestures and facial expressions that match the situation (e.g., happiness, sadness, anger, fear) (SED2.2b) Recognizes and expresses emotion toward a familiar person (e.g., shows emotion by hugging a sibling) (SED2.2c) 	<p>SED 4 Social Relationships</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><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> Uses gestures and symbolic actions to demonstrate feelings and needs (e.g., lays head on caregiver's lap when tired) (SED2.2d) Names some emotions, (e.g., "me sad") (SED2.2e) Uses movement or facial expressions to show an emotion (e.g., jumps up and down or shows wider smiles when excited, stomps feet when upset, shows bigger eyes when surprised) (SED2.2f) 	<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><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> Demonstrates an emotional response to a situation (e.g., throws toy because told to clean up; smiles and cheers when it is time to go outside) (SED2.2g) Begins to express complex emotions such as pride, gratitude, embarrassment, shame, and guilt (SED2.2h) 	<p>SED 2 Self-Regulation</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p> <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>

<u>Early Preschool 34-48 months</u> <ul style="list-style-type: none"> Expresses feelings that are appropriate to the situation (SED2.2i) Begins to recognize and express own emotions using words or visuals rather than actions (e.g., uses a communication board to point to picture of sad face) (SED2.2j) 	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.
<u>Later Preschool 44-60 months</u> <ul style="list-style-type: none"> Recognizes appropriate reaction to situations (SED2.2k) Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.") (SED2.2l) 	SED 4 Social Relationships SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
SED2. Emotional Competence	
SED2.3. Communicating feelings, wants, and needs	
<u>Early Infancy 0-8 months</u> <ul style="list-style-type: none"> Signals for needs (e.g., cries when hungry, arches back in discomfort) (SED2.3a) 	PD 3 Safety PD 3.1 Expresses distress when needs are not met. LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
<u>Later Infancy 6-14 months</u> <ul style="list-style-type: none"> Communicates with a wide range of signals as crying diminishes (e.g., smiles, gestures, uses words) (SED2.3b) 	LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.
<u>Early Toddler 12-24 months</u> <ul style="list-style-type: none"> Uses verbal and nonverbal communication to signal the need for their caregiver (e.g., calls by name, crawls into a familiar adult's lap) (SED2.3c) 	LLD 1 Listening LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.

<u>Later Toddler 22-36 months</u> · Communicates wants and needs verbally or through alternative communication (e.g., “pick me up” or raises up arms) (SED2.3d)	SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.
<u>Early Preschool 34-48 months</u> · Uses appropriate communication skills when expressing needs, wants, and feelings (e.g., uses an appropriate method of communication to tell adults when they are hungry) (SED2.3e)	LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.
<u>Later Preschool 44-60 months</u> · Demonstrates confidence in meeting own needs (SED2.3f) · Seeks and accepts help when needed (SED2.3g)	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.
SED2. Emotional Competence	
SED2.4. Regulating emotions	
<u>Early Infancy 0-8 months</u> · Uses preferred adult to help soothe (SED2.4a) · Disengages when overstimulated (e.g., turns head, pushes hand away from body, falls asleep) (SED2.4b)	SED 2 Self-Regulation SED 2.1 Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.
<u>Later Infancy 6-14 months</u> · Self-soothes more effectively (e.g., sucks thumb, holds favorite toy) (SED2.4c)	SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.
<u>Early Toddler 12-24 months</u>	SED 2 Self-Regulation

<ul style="list-style-type: none"> · Uses caregiver's facial cues, voice tones, or other body language to assist in novel and uncertain situations (e.g., hides behind parent until encouraged to interact with an unfamiliar person) (SED2.4d) · Expresses strong feelings without regulation (SED2.4e) 	<p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Engages in pretend play to manage uncertainty and fear (e.g., comforts stuffed animal and puts on Band-Aid after a "fall" or "cut") (SED2.4f) · Uses some self-comfort strategies (SED2.4g) · Accepts adult suggestions for managing feelings by themselves (SED2.4h) · Seeks caregiver support when feeling overwhelmed by emotion; may reject support (SED2.4i) 	<p>SED 2 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Begins to respond to an adult's cues about regulating their emotions (e.g., "The slide looks scary, but I think you can do it.") (SED2.4j) · Begins to demonstrate acceptable reaction to situations (e.g., does not shout when upset) (SED2.4k) · Begins to understand the impact of their emotional behavior (e.g., asks to join in peer play rather than angrily grabbing toy) (SED2.4l) 	<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><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset) (SED2.4m) · Exhibits emotional control with or without adult support (e.g., follows group activities although upset) (SED2.4n) 	<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>

SED2. Emotional Competence	
SED2.5. Showing care and concern for others	
<u>Early Infancy 0-8 months</u> · Looks attentively when others show they are happy, sad, or fearful by their facial expressions, voices, or actions (SED2.5a)	SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.
<u>Later Infancy 6-14 months</u> · Responds to others' emotional expressions, often by sharing an emotional reaction (e.g., looks sad when another child is crying) (SED2.5b)	SED 4 Social Relationships 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.
<u>Early Toddler 12-24 months</u> · Tries to comfort another child or an adult who is upset (e.g., brings a comfort object, pats the person on the back) (SED2.5c)	SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.
<u>Later Toddler 22-36 months</u> · Expresses empathy toward other children who are crying by showing concerned attention; tries to comfort them with words or actions (SED2.5d) · Expresses empathy toward adults who are sad by comforting them with words or actions (SED2.5e)	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.
<u>Early Preschool 34-48 months</u> · Recognizes the needs of others and responds appropriately, with support from adults (e.g., asks Abraham to play after the teacher points out he is by himself) (SED2.5f) · Relates complex emotions to self and others (e.g., sees a	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.

friend is sad and offers a toy to share) (SED2.5g)	
<u>Later Preschool 44-60 months</u> <ul style="list-style-type: none"> Shows care and concern for others, including comforting others in distress (SED2.5h) Begins to recognize the emotions of peers and responds with empathy and compassion (SED2.5i) Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys) (SED2.5j) 	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 2 Self-Regulation SED 2.2 Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.
SED3. Interacting with Others	
SED3.1. Developing relationships with adults	
<u>Early Infancy 0-8 months</u> <ul style="list-style-type: none"> Responds differently to familiar and unfamiliar adults (SED3.1a) Develops trust and attachment toward significant adults (e.g., stops crying when familiar caregiver picks child up) (SED3.1b) Needs additional comforting (e.g., swaddling in a blanket when being held by an adult) (SED3.1c) 	SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo. PD 3 Safety PD 3.1 Expresses distress when needs are not met.
<u>Later Infancy 6-14 months</u> <ul style="list-style-type: none"> Looks to familiar adults for emotional support and encouragement (SED3.1d) Reacts or may become distressed when separated from familiar adults (SED3.1e) Expresses joy and mutual enjoyment in interactions with familiar adults (e.g., giggles during peek-a-boo) (SED3.1f) 	SED 4 Social Relationships 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. D 3 Safety PD 3.1 Expresses distress when needs are not met.

<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Continues to need the security of a trusted adult; asks for help, if needed, in verbal and non-verbal ways (e.g., returns to familiar adult when at the playground) (SED3.1g) · Uses different words or signs to refer to self and others (e.g., joyously shouts “titi!” when sees aunt) (SED3.1h) 	<p>SED 4 Social Relationships 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>LLD 2 Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Imitates and attempts to please familiar adults (e.g., puts plates on table before lunch) (SED3.1i) · Engages in positive interactions in a wide variety of situations with familiar adults (SED3.1j) · Looks to or seeks familiar adults for comfort when distressed or tired (SED3.1k) 	<p>SED 4 Social Relationships 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. SED 2.3 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><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Develops positive relationships and interacts comfortably with familiar adults (SED3.1l) · Begins to interact with less familiar adults (e.g., substitute educator or neighbor) (SED3.1m) 	<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><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults (SED3.1n) · Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom) (SED3.1o) 	<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. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>

SED3. Interacting with Others	
SED3.2. Developing relationships with other children	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Notices peers by looking, touching, or making sounds directed toward the child (e.g., while lying on a blanket close to them) (SED3.2a) · Recognizes familiar others by making sounds, facial expressions, or behavior (e.g., reaches up arms, or touches others' face) (SED3.2b) 	<p>SED 4 Social Relationships</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><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Shows interest in peers who are playing nearby and interacts with them briefly (SED3.2c) · Interacts with a familiar child in simple back-and-forth exchanges (e.g., makes similar sounds) (SED3.2d) 	<p>SED 4 Social Relationships</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><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Participates in simple back-and-forth interactions with another child (SED3.2e) · Interacts with a few children on a regular basis, knows some of their names, knows their likes or dislikes (SED3.2f) · Interacts with a few children on similar activities (e.g., runs after a child or plays next to other children) (SED3.2g) · Enjoys playful interactions and social exchange games (SED3.2h) 	<p>SED 4 Social Relationships</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><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Plays alongside peers and engages in simple turn-taking (e.g., takes turns on the slide at the playground) (SED3.2i) · Interacts with a few children on shared activities and understands simple social interaction rules (e.g., "your turn" or 	<p>SED 4 Social Relationships</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>“my turn”) (SED3.2j)</p> <ul style="list-style-type: none"> · Responds to others’ questions in social interactions with words or actions (SED 3.2k) · Begins to initiate interactions with other children in shared play activities (SED3.2l) 	<p>SED 2.3 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>LLD 2 Communication</p> <p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p>
<p>Early Preschool 34-48 months</p> <ul style="list-style-type: none"> · Builds social relationships and becomes more connected to other children (e.g., has a favorite friend at library story time) (SED3.2m) · Shows preference for particular playmates, such as greeting friends by name (SED3.2n) · Makes friends and is able to name friends when asked by an adult or others (SED3.2o) · Expresses interest in participating in a group activity by initiating or responding (SED3.2p) · Engages in shared activities or play with shared toy or material (SED3.2q) 	<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>Later Preschool 44-60 months</p> <ul style="list-style-type: none"> · Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play) (SED3.2r) · Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area) (SED3.2s) · Maintains friendships over time (SED3.2t) · Responds to the needs of others and tries to help others with simple tasks (SED3.2u) 	<p>SED 4 Social Relationships</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 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>

SED3. Interacting with Others	
SED3.3. Engaging in cooperative play	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> Engages in unoccupied play, practicing movements of their arms, hands, legs, feet, and head (e.g., when safely situated on the floor or in a crib) (SED3.3a) Engages in solitary play when exploring toys and safe objects in indoor and outdoor settings (SED3.3b) Plays social games like peek-a-boo with a familiar adult (SED3.3c) 	<p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> Begins to engage in solitary play with materials, and observes other people's use of objects (SED3.3d) Imitates simple actions (e.g., claps hands together, covers eyes with hands) (SED3.3e) Observes playful actions of familiar adults and imitates them (SED3.3f) 	<p>PD 2 Fine Motor PD 2.1 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>LLD 3 Phonological Awareness PD 3.2 Imitates sounds and tones.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> Engages in solitary play, watching other children nearby while continuing to play alone (e.g., putting a puzzle together or stacking blocks) (SED3.3g) Pretends to talk on toy phone with familiar adult (SED3.3h) 	<p>SED 4 Social Relationships 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><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> Engages in parallel play, playing near or beside other children using similar materials (e.g. playing in the sand box using shared objects) (SED3.3i) Plays simple games (e.g., Simon Says/ Follow the Leader, 	<p>SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.</p>

Hide and Seek or the Hokey Pokey) led by familiar adults (SED3.3j)	
<u>Early Preschool 34-48 months</u> <ul style="list-style-type: none"> Engages in associative play (e.g., playing in housekeeping with each child assuming individual roles) (SED3.3k) Begins to engage in cooperative play, playing with a few other children to carry out familiar roles (SED3.3l) · Includes familiar adults in dramatic play (SED3.3m) 	<u>SED 2 Self-Regulation</u> SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change. <u>SED 4 Social Relationships</u> 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.
<u>Later Preschool 44-60 months</u> <ul style="list-style-type: none"> Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme (SED3.3n) 	<u>SED 4 Social Relationships</u> 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. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
SED3. Interacting with Others	
SED3.4. Solving social interaction problems	
<u>Early Infancy 0-8 months</u> Note: The developmental progression of this focus area is more explicitly evidenced later in infancy. ↓	↓

<u>Later Infancy 6-14 months</u> ↓	↓
<u>Early Toddler 12-24 months</u> ↓	↓
<u>Later Toddler 22-36 months</u> · Begins to solve social problems when facilitated by an adult (SED3.4a)	PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.
<u>Early Preschool 34-48 months</u> · Identifies and describes common social problems and may suggest some solutions (SED3.4b) · Uses problem-solving strategies with adult assistance (e.g., waits turn after adult reminds them how many children can be in art area) (SED3.4c)	SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked. PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.
<u>Later Preschool 44-60 months</u> · Engages in prosocial behavior such as cooperating, compromising, turntaking, and resolving social conflict (SED3.4d) · Expresses feelings and needs in conflict situations (e.g., “I’m feeling upset because you have the truck I need for my racetrack.”) (SED3.4e) · Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy) (SED3.4f)	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. SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.

AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)	
CLLD1. Communication	
CLLD1.1. Understanding verbal and nonverbal cues	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Responds to speaker by turning head or shifting eye gaze (CLLD1.1a) · Responds to tone or voice changes (CLLD1.1b) · Directs attention to sounds or object pointed at/to (CLLD1.1c) · Responds by looking when name is called (CLLD1.1d) 	<p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 1 Listening 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><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Follows simple requests paired with gestures (CLLD1.1e) · Begins to respond through sounds or gestures to others' questions (CLLD1.1f) · Makes different sounds to get attention (CLLD1.1g) · Understands and responds to simple commands and gestures (e.g., shared eye gaze/contact; may be influenced by cultural expectations) (CLLD1.1h) · Recognizes common objects when named (e.g., cup) (CLLD1.1i) · Begins to show understanding of approximately 50 words (CLLD1.1j) 	<p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 1 Listening 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><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Uses sounds or nonverbal cues to respond to oral reading 	<p>LLD 2 Communication</p>

<p>(CLLD1.1k)</p> <ul style="list-style-type: none"> · Responds to simple requests (CLLD1.1l) · Identifies familiar people, animals, and objects (CLLD1.1m) · Begins to understand nouns (CLLD1.1n) · Begins to understand action words (e.g., hop, jump, press, go, stop) (CLLD1.1o) · Completes a task in response to a request (e.g., pick up your cup, go find your coat) (CLLD1.1p) · Identifies familiar people, animals, and objects (using gestures, words, or sounds) (CLLD1.1q) · Begins to recognize some body parts (CLLD1.1r) · Understands and responds to some pronouns (mine, you, me) (CLLD1.1s) 	<p>LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.</p> <p>LLD 1 Listening LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p>
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Listens to and attends to spoken language and read-aloud texts (CLLD1.1t) · Follows simple and short directions for routine practices (CLLD1.1u) · Understands and responds to several hundred words or more (CLLD1.1v) · Understands and responds to basic attribute word differences such as personal (I/me/ you/it) and possessive (my and mine) pronouns (CLLD1.1w) 	<p>LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p>
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Demonstrates understanding by answering questions (CLLD1.1x) · Follows two-step unrelated directions (CLLD1.1y) · Understands and responds to spatial concepts (e.g., in/out, under, front, behind) (CLLD1.1z) 	<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><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Answers questions and adds comments relevant to the topic (CLLD1.1aa) 	<p>LLD 2 Communication LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules.</p>

<ul style="list-style-type: none"> · Begins to demonstrate understanding of implied messages based on speaker's tone and/ or gestures (e.g., finger on lip and saying "shhhh" means be quiet) (CLLD1.1ab) · Understands and responds to words for descriptive concepts (e.g., hard, square) (CLLD1.1ac) · Follows 2-3 step related directions and some new directions related to familiar and daily routines (CLLD1.1ad) · Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth.) (CLLD1.1ae) 	<p>Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 1 Listening LLD 1.5 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.</p>
<p>CLLD1. Communication</p>	
<p>CLLD1.2. Using vocabulary and nonverbal cues to communicate</p>	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Uses sound, inflection, and gestures to communicate needs, desires, or emotions (CLLD1.2a) · Cries, coos, babbles and makes other sounds (CLLD1.2b) · Reaches and points to communicate (CLLD1.2c) 	<p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Imitates actions of others as nonverbal communication (CLLD1.2d) · Makes vocal or nonvocal protests/demands (CLLD1.2e) · Vocalizes or gestures (e.g., pointing or using sign language) to communicate or to direct adult attention (CLLD1.2f) · Participates and initiates communication with family members or familiar others by using consistent sounds, gestures, and 	<p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones.</p> <p>LLD 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p>

some words CLLD1.2g)	
<u>Early Toddler 12-24 months</u> <ul style="list-style-type: none"> · Repeats words heard in conversations (CLLD1.2h) · Makes simple oneword requests such as saying or signing “milk’ or “leche” when asking for a drink) (CLLD1.2i) · Uses vocabulary for familiar items and events (e.g., hat, ball) (CLLD1.2j) · Begins to combine words, verbally or through signing (e.g., making requests through two- and multi-word use/utterances such as “eat- or comer-‘nana’/ banana” CLLD1.2k) 	LLD 2 Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate. LLD 1 Listening LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.
<u>Later Toddler 22-36 months</u> <ul style="list-style-type: none"> · Asks short questions and requests clarifications (CLLD1.2l) · Speaks in or signs short sentences and some expanded sentences and is understood by familiar peers or adults most of the time (CLLD1.2m) · Begins to use more diverse types of words, such as color and quantity words (all, some, more, and including numbers) (CLLD1.2n) 	LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.
<u>Early Preschool 34-48 months</u> <ul style="list-style-type: none"> · Begins to use complex sentences and ask simple questions (e.g., “After the gingerbread man ran, he swam on the fox’s back.”; “What happened to the gingerbread man?”) (CLLD1.2o) · Answers questions from unfamiliar people including some open-ended questions (CLLD1.2p) · Uses adjectives to describe people, objects, or environments (CLLD1.2q) · Begins to use prepositions (e.g., in, on) (CLLD1.2r) 	LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Understands that people may use various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
<u>Later Preschool 44-60 months</u> <ul style="list-style-type: none"> · Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses 	LLD 2 Communication

<p>irregular past tense verbs such as came, ran, fell, broke, went, told, did) (CLLD1.2s)</p> <ul style="list-style-type: none"> · Answers open-ended questions comfortably (CLLD1.2t) · Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.) (CLLD1.2u) 	<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>SS 4 History & Sense of Time SS 4.6 Retells historical, fictional or past events or stories.</p>
CLLD1. Communication	
CLLD1.3. Learning and engaging in conversational interactions	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Responds and engages with an adult or older peer (CLLD1.3a) · Reacts to facial cues and eye contact (CLLD1.3b) · Engages in vocal exchanges by babbling (CLLD1.3c) 	<p>LLD 1 Listening 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 2 Communication LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>LLD 3 Phonological Awareness LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Takes turn in “conversation” or vocal play with adults (CLLD1.3d) · Turns, smiles, and begins to speak when name is spoken (CLLD1.3e) · Begins to follow adult pointing or gaze to establish joint attention (e.g., looks across the room when adult points or 	<p>LLD 1 Listening LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.</p> <p>LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones.</p>

gazes) (CLLD1.3f)	
<u>Early Toddler 12-24 months</u> <ul style="list-style-type: none"> · Responds with facial expressions, vocalizations, and/or gestures to engage in conversation with others (CLLD1.3g) 	LLD 1 Listening LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction. LLD 2 Communication LLD 2.2 Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words either using signs or word-like sounds to communicate.
<u>Later Toddler 22-36 months</u> <ul style="list-style-type: none"> · Uses simple verbal responses and nonverbal gestures (CLLD1.3h) · Uses words, gestures, signs, and phrases to converse with others (CLLD1.3i) · Begins to ask and respond to questions (CLLD1.3j) 	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. LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.
<u>Early Preschool 34-48 months</u> <ul style="list-style-type: none"> · Continues a conversation through several exchanges with or without adult help (CLLD1.3k) · Alternates between speaker/listener roles (CLLD1.3l) · Asks and responds to questions (CLLD1.3m) 	LLD 2 Communication LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.
<u>Later Preschool 44-60 months</u> <ul style="list-style-type: none"> · Begins to match language to contexts (e.g., voice volume, 	LLD 2 Communication

<p>inflection/rise and fall of voice in speaking, and parting/greeting rituals) (CLLD1.3n)</p> <ul style="list-style-type: none"> Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems) (CLLD1.3o) Asks and responds to questions with accurate information (CLLD1.4p) 	<p>LLD 2.5 Speaks in simple complete sentences. Understands that people may use various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
CLLD2. Foundations of Reading	
CLLD2.1. Paying attention to print as meaningful	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> Explores a book by touching it, patting it, or putting it in mouth (CLLD2.1a) 	<p>PD 2 Fine Motor</p> <p>PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book or other written material (CLLD2.1b) 	<p>LLD 5 Concepts of Print</p> <p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> Recognizes and engages with print and pictures, or braille in their environment (e.g., points to words and images; touches with fingers) (CLLD2.1c) Demonstrates interest in written forms of language, such as print in books or signs on building (CLLD2.1d) Distinguishes print from pictures (CLLD2.1e) 	<p>LLD 4 Alphabetic Knowledge</p> <p>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.</p>
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> Attributes meaning to some symbols, such as a familiar logo or design (CLLD2.1f) Identifies common words in the environment (e.g., name, exit, 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.3 Shows awareness of separate words in spoken language.</p>

<p>stop) (CLLD2.1g)</p> <ul style="list-style-type: none"> · Points to and names some letters or characters in their names when seen in other words (CLLD2.1h) 	<p>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.</p> <p>LLD 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Begins to select books for reading enjoyment and reading related activities, including pretending to read to self or others (CLLD2.1i) · Demonstrates an understanding of the conventions of print (e.g., directionality of print and texts) (CLLD2.1j) · Understands that the print communicates the message in stories or other texts (CLLD2.1k) 	<p>LLD 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</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><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.) (CLLD2.1l) · Begins to track individual words in text or braille by pointing or touching (CLLD2.1m) 	<p>LLD 5 Concepts of Print LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
CLLD2. Foundations of Reading	
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Looks at picture books and listens to an adult talk about pictures in a book (CLLD2.2a) 	<p>LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.</p>

<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> Touches or points to pictures in response to adult's prompt (CLLD2.2b) 	<p>LLD 5 Concepts of Print</p> <p>LLD 5.1 Looks at or points to pictures. Opens and closes books.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> Begins to show specific interest in being read to (e.g., brings a book to an adult or points to pictures in the environment or a book) CLLD2.2c) Engages in familiar stories verbally (e.g., fills in a word when the reader pauses) or with motions (e.g., imitates actions with an adult) (CLLD2.2d) Listens to explanations of words or repeats words adults explain or emphasize (CLLD2.2e) 	<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><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> Identifies the feelings of characters in a book or story (CLLD2.2f) Asks to be read to or asks the meaning of written text (CLLD2.2g) Makes connections to the story through talking about characters and events (CLLD2.2h) Expresses empathy for characters and problems in text and stories with adult guidance and support (CLLD2.2i) Repeats words heard during story reading (CLLD2.2j) 	<p>LLD 6 Reading Comprehension</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. Asks and answers questions about text, retells a story by pointing at pictures or role-playing with props.</p>
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> Asks or answers questions about what is happening in a book or story (CLLD2.2k) Retells 1-2 key events from a story (CLLD2.2l) Narrates a story using pictures as a guide (CLLD2.2m) Recites from memory words, phrases, and parts of favorite stories (CLLD2.2n) Recognizes nouns as the person, place, or thing in a sentence (CLLD2.2o) 	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, retells a story by pointing at pictures or role-playing with props.</p>

<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Listens and responds to a variety of texts and media (e.g., audio book, music and movement) (CLLD2.2p) · Tells fictional or personal stories sequentially and with 3 or more details (CLLD2.2q) · Begins to understand cause and effect relationships in fiction and nonfiction texts (CLLD2.2r) · Predicts what will happen next in an unfamiliar story (CLLD2.2s) · Uses new words learned through listening to stories (CLLD2.2t) 	<p>LLD 6 Reading Comprehension</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>
CLLD2. Foundations of Reading	
CLLD2.3. Learning spoken language is composed of smaller segments of sound	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Listens and attends to culturally and linguistically familiar words or signs (including rhymes and songs) (CLLD2.3a) · Begins to create speech and non-speech like sounds (e.g., babbling) (CLLD2.3b) 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.1 Babbles and vocalizes using sound, volume and inflection.</p>
<p><u>Later Infancy 6-14 months</u></p> <p>Begins to imitate sounds they hear in their everyday environment (CLLD2.3c)</p>	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.2 Imitates sounds and tones.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Orally repeats a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs or directions/ requests from adults or peers (CLLD2.3d) 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.3 Shows awareness of separate words in spoken language.</p>
<u>Later Toddler 22-36 months</u>	LLD 3 Phonological Awareness

<ul style="list-style-type: none"> · Orally produces or reproduces simple culturally and linguistically familiar rhymes or sings favorite songs (CLLD2.3e) · Imitates most sounds of language using familiar words (CLLD2.3f) 	LLD 3.4 Identifies words that have a similar beginning sound.
<u>Early Preschool 34-48 months</u> <ul style="list-style-type: none"> · Imitates and enjoys rhyme and alliteration (e.g., Jalisa jumped) (CLLD2.3g) · With instructional support, distinguishes when two words rhyme and when two words begin with the same sound (e.g., boy/toy, dog/dad) (CLLD2.3h) 	LLD 3 Phonological Awareness LLD 3.5 Identifies the beginning and ending sounds of words.
<u>Later Preschool 44-60 months</u> <ul style="list-style-type: none"> · Begins to rhyme and produce rhymes of simple words (CLLD2.3i) · Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox) (CLLD2.3j) · Begins to segment and combine syllables (e.g., purple segmented is purple; when combined it is purple) (CLLD2.3k) · Begins to identify the initial and final sound in words (e.g., /b/ in bat) (CLLD2.3l) 	LLD 3 Phonological Awareness LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.
CLLD2. Foundations of Reading	
CLLD2.4. Learning how letters and print work to create words and meaning	
<u>Early Infancy 0-8 months</u> Note: The developmental progression of this focus area is more explicitly evidenced later in infancy. ↓	↓

<u>Later Infancy 6-14 months</u> ↓	↓
<u>Early Toddler 12-24 months</u> ↓	↓
<u>Later Toddler 22-36 months</u> · Begins to recognize a few upper or lower case letters (if taught) (CLLD2.4a)	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.
<u>Early Preschool 34-48 months</u> · Begins to recognize more upper, and lower case letters if taught (CLLD2.4b) · Identifies sounds and recognizes letters associated with beginning of first name and last name (CLLD2.4c) · Begins to connect alphabet letters and corresponding sounds (e.g., connecting letters and sounds of common letters/words) (CLLD2.4d) · Can often write first name from memory (CLLD2.4e)	LLD 4 Alphabetic Knowledge LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.
<u>Later Preschool 44-60 months</u> · For many, with instructional support, matches the sound with the corresponding letter (CLLD2.4f) · For many, with instructional support, matches the letter with the corresponding sound (CLLD2.4g) · Recognizes many upper and lower case letters (CLLD2.4h) · Will use a combination of letters and symbols to represent words (CLLD2.4i)	LLD 4 Alphabetic Knowledge LLD 4.5 Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.
CLLD3. Foundations of Writing	

CLLD3.1. Drawing, scribbling, and writing to communicate	
<p><u>Early Infancy 0-8 months</u></p> <p>Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.</p> <p>↓</p>	<p>↓</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Makes scribbles or marks on writing materials (CLLD3.1a) · Understands that marks on a page can communicate meaning (CLLD3.1b) · Uses writing instruments to make distinct marks (CLLD3.1c) 	<p>LLD 7 Writing</p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Begins to use controlled marks like swoops, circles, and waves to represent their ideas (CLLD3.1d) · Writes in a linear fashion and connects marks with repetitive up/ down or looping motions (CLLD3.1e) · Begins to use scribbles or intentional marks to represent objects (CLLD3.1f) · Attempts to “read” their writing or drawing to others, including their name (CLLD3.1g) 	<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><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Begins to use distinct letter-like symbols and letter formations with curves, lines, circles, and dots to represent words, ideas, phrases, sentences, and stories or events with or without drawing (CLLD3.1h) · Begins to draw/write for a variety of audiences (e.g., family members and teachers) (CLLD3.1i) · Begins to draw/ write for a variety of purposes (e.g., grocery lists, invitations, birthday cards) (CLLD3.1j) 	<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><u>Early Preschool 34-48 months</u></p>	<p>LLD 7 Writing</p>

<ul style="list-style-type: none"> · Begins to use letter strings or a group of letters to represent words, ideas, phrases, sentences, and stories or events (CLLD3.1k) · Begins to use print in the environment as part of their writing (e.g., attempts to copy a sign or poster in room) (CLLD3.1l) · Begins to copy or write letters or numbers (CLLD3.1m) · Begins to represent all letters in their name (CLLD3.1n) · Begins to recognize name as separate from other pictures or writing produced (CLLD3.1o) · Begins to distinguish print from images or illustrations (CLLD3.1p) 	<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>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.</p>
<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish) (CLLD3.1q) · Begins to represent the initial and final sounds to represent a word (e.g., 'dg' for dog) (CLLD3.1r) · Retells or reads their writing to others (CLLD3.1s) · Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced (CLLD3.1t) · Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right (CLLD3.1u) · Begins to copy names of familiar people and objects (CLLD3.1v) 	<p>LLD 3 Phonological Awareness LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 5 Concepts 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 7 Writing LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p>
CLLD3. Foundations of Writing	
CLLD3.2. Developing writing habits and skills	
<p><u>Early Infancy 0-8 months</u></p> <p>Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.</p>	↓

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<u>Later Infancy 6-14 months</u> · Shows interest in exploring writing by watching others write and experimenting with writing tools (e.g., tries using crayons, markers, etc. to make marks) (CLLD3.2a)	LLD 7 Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.
<u>Early Toddler 12-24 months</u> · Begins to share drawings/writing and explains the meaning of the illustrations/text (e.g., says circle is a ball) (CLLD3.2b)	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.
<u>Later Toddler 22-36 months</u> · Shares writing with others as a way to represent their understandings and ideas (CLLD3.2c)	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.
<u>Early Preschool 34-48 months</u> · Begins to revise writing in the moment based on interactions with peers and adults (CLLD3.2d) · Begins to modify and expand their drawings/ writing to meet personal ideas and include others' ideas (e.g., several children begin drawing rainbows and unicorns after one child narrates their work) (CLLD3.2e)	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.
<u>Later Preschool 44-60 months</u> · Continues to revise writing in the moment based on interactions with peers and adults (CLLD3.2f) · Begins to revise by adding details to drawings/writings to express their ideas (CLLD3.2g) · Begins to make a plan for the writing they will produce (e.g., creates picture to tell story and then writes) (CLLD3.2h)	LLD 7 Writing LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.

CLLD3. Foundations of Writing	
CLLD3.3. Handling writing tools	
<p><u>Early Infancy 0-8 months</u> Note: The developmental progression of this focus area is more explicitly evidenced later in infancy. ↓</p>	↓
<p><u>Later Infancy 6-14 months</u> · Begins to grasp writing tools to make random marks on a paper with limited control over results (CLLD3.3a) · Begins to use a whole hand grip to manipulate the writing tool (CLLD3.3b)</p>	<p>LLD 7 Writing LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p>
<p><u>Early Toddler 12-24 months</u> · Uses the whole arm to control and direct the scribbles, marks, drawing, and writing intentions (CLLD3.3c)</p>	<p>LLD 7 Writing LLD 7.3 Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.</p>
<p><u>Later Toddler 22-36 months</u> · Attempts to use their fingertips to grip writing tools, finger grip may be loose or too tight and finger positioning may be too high or too close to the tip (CLLD3.3d)</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><u>Early Preschool 34-48 months</u> · Begins to show increased fine motor strength in writing (CLLD3.3e) · Becomes more skillful with a variety of writing tools (e.g., markers, pens, pencils, crayons, chalk) (CLLD3.3f)</p>	<p>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.</p> <p>PD 2 Fine Motor</p>

	PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.
<u>Later Preschool 44-60 months</u> <ul style="list-style-type: none"> · Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools (CLLD3.3g) · Uses a variety of digital tools to write or draw (CLLD3.3h) 	LLD 7 Writing LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing. SCI 4 Technology SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.
AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)	
HPD1. Using Senses	
HPD1.1. Learning through all senses	
<u>Early Infancy 0-8 months</u> <ul style="list-style-type: none"> · Uses their senses to explore objects and people in the environment (HPD1.1a) · Turns head or body in the direction of a sound to learn more about the environment (e.g., a young infant turns toward an adult and repositions their body to be picked up) (HPD1.1b) · Adjusts balance and movement with the changing size and proportion of their body (e.g., rolls over and moves from sitting 	SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move. SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.

<p>to crawling or scooting) (HPD1.1c)</p> <ul style="list-style-type: none"> · Uses oral sensory exploration to learn about the environment and for soothing (HPD1.1d) 	
<p><u>Later Infancy 6-14 months</u></p> <p>Understands properties of objects in matching and associates them with each other through play and interaction (e.g., uses a bottle to feed a baby) (HPD1.1e)</p> <ul style="list-style-type: none"> · Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs (HPD1.1f) · Uses depth perception, scans for obstacles, and plans movement while learning to scoot, crawl, walk or move in another way (HPD1.1g) · Uses touch to learn about different textures in the environment (e.g., touches grass with hands when outside, sticky foods) (HPD1.1h) 	<p>SCI 3 Physical Science</p> <p>SCI 3.3 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>PD 3 Safety</p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Demonstrates sensory preferences (e.g., chooses clothes of a particular color or enjoys putting their feet in sand or grass) (HPD1.1i) · Combines information from the senses to inform the way they interact with the environment and acquire information (e.g., touches a variety of objects during walk) (HPD1.1j) 	<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><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Uses the information received from their senses to guide interactions with the environment (e.g., notices that adults put on coats before going outside and then goes to get their own coat) (HPD1.1k) · Shows understanding of body size, such as doll clothes will not fit on a child's body or a child's body will not fit on doll furniture (HPD1.1l) 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.2 Asks one- to two-word questions. Uses senses to explore environment.</p> <p>PD 1 Gross Motor</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

<ul style="list-style-type: none"> Shows increased balance and coordination in play activities and daily routines, such as playing a game or singing a song with hand motions (HPD1.1m) 	
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> Develops the ability to use one sense to predict what they would perceive with another (e.g., realizes food is hot or cold) (HPD1.1n) Shows some awareness of one's own body, space, and relationship to other objects (e.g., jumps three times and then turns around without bumping into a peer or other object) (HPD1.1o) Learns about ways to protect sensory body parts (e.g., wears helmets to protect heads, gloves to protect hands, and headphones for listening to protect ears) (HPD1.1p) 	<p>SCI 3 Physical Science 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>PD 3 Safety PD 3.3 Follows simple safety rules.</p>
<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children) (HPD1.1q) Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line) (HPD1.1r) 	<p>PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
HPD2. Gross Motor	
HPD2.1. Developing large muscle control	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> Explores new body positions and movements, such as rolling over, sitting, scooting, crawling, hitting, or kicking at objects while lying on back (HPD2.1a) 	<p>PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>

<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Moves from crawling to standing to cruising to walking, learning new muscle coordination for each new skill (HPD2.1b) · Manages moving around on different types of surfaces, like carpet and grass (HPD2.1c) · Moves around in their environment by pulling to stand, cruising, and standing alone (HPD2.1d) 	<p>PD 1 Gross Motor</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Moves through the world with more independence (HPD2.1e) · Develops strength, balance, and coordination by repeating movements (e.g., walks up and down stairs while holding on, climbs onto furniture, and begins to run) (HPD2.1f) 	<p>PD 1 Gross Motor</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Gains control of a variety of movements including running and jumping with increasing independence (HPD2.1g) · Uses familiar objects that encourage large motor movements (e.g., riding toys, crawl tubes, slides) (HPD2.1h) · Performs actions smoothly with balance, strength, and coordination (e.g., dances, bends over to pick up a toy, reaches up high on a shelf, walks up and down steps) (HPD2.1i) 	<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><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Identifies parts of the body that help us move and understands how movement leads to a rise in heart and breathing rates (HPD2.1j) · Understands that physical fitness is important and identifies activities they enjoy doing with their family (HPD2.1k) · Moves body in space with good coordination (e.g., running, hopping in place, galloping) (HPD2.1l) · Demonstrates strength and balance by managing uneven surfaces such as hills, ramps, and steps (HPD2.1m) · Uses a variety of toys and equipment that enhance gross 	<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>

motor skills and coordination (e.g., throws and catches balls, climbs up steps to a slide) (HPD2.1n)	
<u>Later Preschool 44-60 months</u> <ul style="list-style-type: none"> · Demonstrates more coordinated movement when jumping for height and distance, hopping, and running (HPD2.1o) · Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time (HPD2.1p) · Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels (HPD2.1q) 	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
HPD2. Gross Motor	
HPD2.2. Exploring the environment	
<u>Early Infancy 0-8 months</u> <ul style="list-style-type: none"> · Uses each new position (raising head, rolling onto back, sitting) to learn new ways to explore the environment, (e.g., sits up to be able to reach for an object) (HPD2.2a) 	PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
<u>Later Infancy 6-14 months</u> <ul style="list-style-type: none"> · Uses body position, balance, and movement to explore and examine materials, activities, and to move in environments (e.g., pulling up to stand holding on to couch, cruising around tables) (HPD2.2b) 	PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
<u>Early Toddler 12-24 months</u> <ul style="list-style-type: none"> · Shows enjoyment of active play and engages in regular and sustained movement (e.g., pushes toys around, goes up and down slide over and over, dumps items out of containers) 	PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.

(HPD2.2c)	
<u>Later Toddler 22-36 months</u> · Uses a variety of increasingly complex movements and body positions to participate in active and quiet indoor and outdoor play (HPD2.2d)	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
<u>Early Preschool 34-48 months</u> · Chooses to participate in simple games and other structured motor activities (indoor and outdoor) that enhance physical fitness, such as songs with movement, throwing and catching balls (HPD2.2e)	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
<u>Later Preschool 44-60 months</u> · Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light) (HPD2.2f)	PD 1 Gross Motor PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
HPD3. Fine Motor	
HPD3.1. Using eyes and hands together	
<u>Early Infancy 0-8 months</u> · Coordinates hands and eyes when reaching for and holding items (HPD3.1a) · Uses both hands to swipe at, reach for, grasp, hold, shake, release objects, and begins to transfer objects from hand to hand (HPD3.1b)	PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.
<u>Later Infancy 6-14 months</u> · Performs more complex actions such as transferring objects from one hand to the other and dropping them into a container	PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.

(HPD3.1c)	
<u>Early Toddler 12-24 months</u> · Plays with objects such as putting together and taking apart toys (HPD3.1d) · Uses simple tools (e.g., spoon, play hammer, crayon) (HPD3.1e)	PD 2 Fine Motor PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
<u>Later Toddler 22-36 months</u> · Uses tools that require finger and hand control (e.g., painting with a large paintbrush, holding eating utensils, buttoning clothes) (HPD3.1f)	PD 2 Fine Motor D 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.
<u>Early Preschool 34-48 months</u> · Plays with smaller objects with increasing control (HPD3.1g) · Draws simple shapes and figures (square, circle) and copies straight lines and circles (HPD3.1h) · Uses tools that require strength, control, and skills of small muscles such as a fork and scissors (HPD3.1i)	PD 2 Fine Motor PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces. 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.
<u>Later Preschool 44-60 months</u> · Uses objects with ease (e.g., fork, spoon, and sometimes a table knife) (HPD3.1j) · Draws smaller figures and includes more detail (e.g., faces with features) (HPD3.1k)	PD 2 Fine Motor PD 2.6 Follows an outline with scissors. Ties shoes and dresses self. LLD 7 Writing LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.
HPD3. Fine Motor	

HPD3.2. Developing small muscle control	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around (HPD3.2a) · Uses full hand to grab items to explore (e.g., picks up toy, holds onto an adult's finger) (HPD3.2b) 	<p>PD 2 Fine Motor PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>SCI 3 Physical Science SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Explores properties of objects and materials by using various hand actions, such as picking them up to examine them; enjoys playing with manipulatives and materials of various shapes and textures (HPD3.2c) · Matches grasp to the task such as using an index finger and thumb to pick up pieces of cereal while using the whole hand to bang items together (HPD3.2d) 	<p>PD 2 Fine Motor PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</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><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Uses hands and fingers to build a tall block tower, turns single book pages, twists toy nuts and bolts, uses one hand to hold and drink from a cup (HPD3.2e) · Extends reach by using simple tools such as a stick or rake to pull a distant object closer (HPD3.2f) 	<p>PD 2 Fine Motor PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Plans ways to use hands for various activities, such as stacking, building, connecting, drawing (HPD3.2g) · Adjusts grasp to use different tools for different purposes, such as a spoon and marker (HPD3.2h) 	<p>PD 2 Fine Motor D 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>
<p><u>Early Preschool 34-48 months</u></p>	<p>PD 2 Fine Motor</p>

<ul style="list-style-type: none"> · Uses scissors to cut along a straight line and circle, with some precision (within 1/2" to 1/4" of line) (HPD3.2i) 	PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.
<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle) (HPD3.2j) · Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping) (HPD3.2k) 	<p>PD 2 Fine Motor PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p> <p>LLD 7 Writing LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p>
HPD4. Physical Health and Self-care	
HPD4.1. Taking care of daily health needs	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Cooperates in care routines (e.g., diapering, hand-washing, dressing, and brushing gums) (HPD4.1a) · Communicates needs for comfort and care (HPD4.1b) 	<p>PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Cooperates in daily routines, such as opens mouth for spoon or toothbrush, or raises arms for dressing (HPD4.1c) · Uses gestures, sounds, or sign language to communicate need for food, drink, or diaper change (HPD4.1d) · Shows trust in familiar caregivers (e.g., calms down with adult help) (HPD4.1e) 	<p>PD 4 Personal Care PD 4.2 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><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Cooperates and helps with care routines (e.g., dental care, handwashing) (HPD4.1f) 	<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>

<ul style="list-style-type: none"> · Uses gestures, words, or sign language to communicate what they need (HPD4.1g) · Soothes themselves when needed (e.g., looks at book before nap) (HPD4.1h) 	<p>SED 2 Self-Regulation PD 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Takes care of personal self-care needs like handwashing with some adult assistance (HPD4.1i) · Uses words or sign language to ask for what they need (e.g., food when hungry, drink when thirsty) (HPD4.1j) · Begins to use different strategies to calm themselves when needed (e.g., seeks out a quiet space) (HPD4.1k) 	<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>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Identifies places at home, in the neighborhood, and in the community where children can play safely and be physically active (HPD4.1l) · Describes ways to participate in physical activity and provides alternatives to screen time (HPD4.1m) · Begins to take care of personal health needs and self-care needs independently by washing hands after using the toilet (HPD4.1n) · Uses language to ask adults or peers for help needed to start a zipper or turn on water to wash hands (HPD4.1o) · Uses a variety of strategies to calm themselves (e.g., changing activities, getting a comfort object) (HPD4.1p) · Understands need for good dental hygiene, including brushing teeth (HPD4.1q) 	<p>PD 4 Personal Care 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.</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><u>Later Preschool 44-60 months</u></p>	<p>PD 4 Personal Care</p>

<ul style="list-style-type: none"> · Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently) (HPD4.1r) · Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes (HPD4.1s) · Consistently uses strategies to calm themselves when needed (HPD4.1t) 	<p>PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.</p>
HPD4. Physical Health and Self-care	
HPD4.2. Adopting safe behaviors	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Cries to indicate stress and to seek help (HPD4.2a) · Responds to verbal or physical signals of danger with a cry or reach towards primary caregiver (HPD4.2b) 	<p>PD 3 Safety</p> <p>PD 3.1 Expresses distress when needs are not met.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Seeks physical contact with primary caregivers when faced with new or unfamiliar people or environments (HPD4.2c) · Reacts to simple directions that support safety (e.g., washing hands after diaper changes) (HPD4.2d) 	<p>PD 3 Safety</p> <p>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>SED 2 Self-Regulation</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Cooperates with safety instructions and warnings (e.g., holding a caregiver's hand) (HPD4.2e) · Watches for adult reactions to unfamiliar people or situations (HPD4.2f) 	<p>PD 3 Safety</p> <p>PD 3.3 Follows simple safety rules.</p> <p>SED 2 Self-Regulation</p> <p>SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.</p>

<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Accepts adult guidance, support, and protection when encountering unsafe situations (HPD4.2g) · Learns some differences between safe and unsafe play behaviors (e.g., not standing on chairs or tables) (HPD4.2h) · Pays attention to simple safety instructions (HPD4.2i) 	<p>PD 3 Safety</p> <p>PD 3.3 Follows simple safety rules.</p> <p>PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p>
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Shows awareness of a growing number of personal safety practices and routines; looks to adults for support in enacting these; participates in safety drills (HPD4.2j) · Tells peers and adults when dangerous situations are observed (HPD4.2k) · Tells a trusted adult when someone gets hurt (HPD4.2l) · Demonstrates safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted (HPD4.2m) · Identifies medicines and other household substances that can be harmful (HPD4.2n) 	<p>PD 3 Safety</p> <p>PD 3.4 Describes reasons for safety rules and reminds others to follow them.</p> <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><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules (HPD4.2o) · Participates in safety practices by helping to use car seat restraints and helmets (HPD4.2p) · Identifies people in the community who can help them (e.g., firefighter, nurse) (HPD4.2q) · Identifies emergency and non-emergency situations (HPD4.2r) 	<p>PD 3 Safety</p> <p>PD 3.5 Applies general safety rules to a variety of everyday situations with little prompting.</p> <p>SED 2 Self-Regulation</p> <p>SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>
<p>HPD4. Physical Health and Self-care</p>	
<p>HPD4.3. Eating with healthy habits</p>	

<u>Early Infancy 0-8 months</u> <ul style="list-style-type: none"> · Sucks and swallows liquids from breast or bottle (HPD4.3a) · Begins to eat solid foods (HPD4.3b) 	PD 5 Nutrition PD 5.1 Cries when hungry or tired.
<u>Later Infancy 6-14 months</u> <ul style="list-style-type: none"> · May begin to eat food with fingers, like small pieces of papaya and mango (HPD4.3c) · Shows preference for some foods (HPD4.3d) 	PD 5 Nutrition PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.
<u>Early Toddler 12-24 months</u> <ul style="list-style-type: none"> · Shows interest in new foods that are offered (HPD4.3e) · Begins to distinguish between food and nonfood items (HPD4.3f) 	PD 5 Nutrition PD 5.3 Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.
<u>Later Toddler 22-36 months</u> <ul style="list-style-type: none"> · Eats a variety of nutritious foods and recognizes healthy foods (HPD4.3g) · Prepares nutritious snacks with adult assistance by stirring and using measuring cups (HPD4.3h) 	PD 5 Nutrition PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self.
<u>Early Preschool 34-48 months</u> <ul style="list-style-type: none"> · Explains that food provides energy for movement (HPD4.3i) · Identifies at least 1 fruit and 1 vegetable; explains that fruits and vegetables help our bodies move (HPD4.3j) · Helps prepare nutritious snacks, serving self and others (HPD4.3k) · Identifies a variety of healthy and unhealthy foods, sorting pictures of food by color or as “always” and “sometimes” foods (HPD4.3l) 	PD 5 Nutrition PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options. PD 5.6 Identifies food that is nutritious. Helps to prepare food for others
<u>Later Preschool 44-60 months</u> <ul style="list-style-type: none"> · Makes healthy eating choices both independently and with support (HPD4.3m) · Follows picture recipes to prepare a simple snack (HPD4.3n) 	PD 5 Nutrition PD 5.6 Identifies food that is nutritious. Helps to prepare food for others. PD 5.7 Describes what happens after consumption of food.

<ul style="list-style-type: none"> · Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, “Milk makes my bones strong.” (HPD4.3o) 	
HPD4. Physical Health and Self-care	
HPD4.4. Developing healthy habits for rest and sleep	
<u>Early Infancy 0-8 months</u> <ul style="list-style-type: none"> · Begins to sleep well and shows alertness when awake (HPD4.4a) · Sleeps for longer periods at a time and starts to have longer night-time sleep periods (HPD4.4b) 	PD 4 Personal Care PD 4.1 Receives appropriate healthcare from caregivers. Responds when physical needs are not met.
<u>Later Infancy 6-14 months</u> <ul style="list-style-type: none"> · Settles down and falls asleep after a familiar sleep routine (e.g., story and song before napping) (HPD4.4c) · Responds to verbal cues like “it’s time to take a nap” by snuggling favorite sleep toy; takes several naps during the day (HPD4.4d) 	PD 4 Personal Care PD 4.2 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.
<u>Early Toddler 12-24 months</u> <ul style="list-style-type: none"> · Sleeps more consistently and shows alertness when awake (HPD4.4e) · Cooperates with sleep routines (HPD4.4f) 	PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.
<u>Later Toddler 22-36 months</u> <ul style="list-style-type: none"> · Sleeps well, wakes up rested and ready for daily activities (HPD4.4g) · Participates in sleep routines with guidance (HPD4.4h) · Indicates they are tired by saying, “I’m sleepy.” (HPD4.4i) 	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.
<u>Early Preschool 34-48 months</u>	PD 4 Personal Care

<ul style="list-style-type: none"> · With increasing independence, starts and participates in sleep routines to calm the body and prepare for sleeping (HPD4.4j) · Recognizes when they are tired and tells an adult (HPD4.4k) · Gradually ends naps (HPD4.4l) 	<p>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.</p>
<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Independently starts and participates in sleep routines (HPD4.4m) · Can describe why sleep keeps us healthy (HPD4.4n) 	<p>PD 4 Personal Care</p> <p>PD 4.6 Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.</p>
AREA FIVE: COGNITIVE DEVELOPMENT (CD)	
CD1. Science: The Natural and Physical World	
CD1.1. Paying attention to the natural world	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Reacts with interest to nearby sights and sounds (CD1.1a) · Reaches for and moves toward objects (CD1.1b) 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Explores objects and events with all senses briefly (e.g., watch, listen, touch, smell, taste) (CD1.1c) 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Shows more focus and spends more time when observing or exploring (CD1.1d) · Handles toys and materials in different ways (e.g., filling, 	<p>SCI 3 Physical Science</p> <p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p>

dumping, etc.) (CD1.1e)	
<u>Later Toddler 22-36 months</u> <ul style="list-style-type: none"> · Observes and describes items and events in the natural world using words, signs, or gestures (CD1.1f) · Observes and describes natural phenomena using the tools of the arts (e.g., expressions, sounds, movements, drawing) (CD1.1g) 	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. 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.
<u>Early Preschool 34-48 months</u> <ul style="list-style-type: none"> · Notices and talks with adults about similarities and differences among objects and living things (CD1.1h) · Notices and talks with adults about changes in nature and in substances (e.g., water to ice) (CD1.1i) 	SCI 2 Natural & Earth Science 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.
<u>Later Preschool 44-60 months</u> <ul style="list-style-type: none"> · Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics) (CD1.1j) · Imitates and uses adults' words and ideas when talking about the physical and natural worlds (CD1.1k) · Shows detail in drawings, constructions, demonstrations to show thinking (CD1.1l) 	SCI 1 Investigation & Inquiry 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.
CD1. Science: The Natural and Physical World	
CD1.2. Testing questions and ideas	
<u>Early Infancy 0-8 months</u>	SCI 3 Physical Science

<ul style="list-style-type: none"> · Repeats actions (e.g., making a noise or expression) to get repeated adult reaction (CD1.2a) 	<p>SCI 3.1 Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Looks for verbal, facial and gestural cues from adults about whether to continue or stop an activity (CD1.2b) · Enjoys searching for objects within reach but hidden from view (e.g., under a blanket) (CD1.2c) · Uses adult help to explore toys and materials to discover how they work (CD1.2d) 	<p>SCI 1 Investigation & Inquiry SCI 1.1 Looks for a person or toy that has moved out of sight. Reacts to changes.</p> <p>SCI 4 Technology SCI 4.1 Explores simple tools such as toys and spoons</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Continues to play or explore in spite of distracting sounds or objects (CD1.2e) · Shows more independence and uses “trial and error” when exploring toys and materials (CD1.2f) 	<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 7.2 Experiments with cause and effect.</p>
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Notices differences among materials such as sand and water (CD1.2g) · Follows adult’s model to use simple tools to manipulate and explore objects (CD1.2h) · Reacts to and comments on changes when mixing or manipulating materials (CD1.2i) 	<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.</p>
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Answers questions (e.g., “What will happen if...”) to make predictions (CD1.2j) · With adult support, asks a question, gathers information, and makes a prediction (CD1.2k) · Uses mathematical ideas such as counting, weighing, and 	<p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a</p>

measuring to understand objects and categories of objects (CD1.2l) · Uses drawing, building, and demonstrating to show thinking about an object or idea (CD1.2m)	possible answer or outcome. Uses past knowledge to explain observed changes.
<u>Later Preschool 44-60 months</u> · Uses many sources (e.g., pictures, books) to gather information (CD1.2n) · With adult guidance, plans and conducts investigations (CD1.2o) · Analyzes results, draws conclusions, and communicates results (CD1.2p) · Collaborates with others to conduct investigations (CD1.2q)	<u>SCI 1 Investigation & Inquiry</u> 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. SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
CD2. Social Science: People, Community, and Culture	
CD2.1. Learning about ways that people interact	
<u>Early Infancy 0-8 months</u> · Reacts to, and carefully observes, the actions of adults and peers (CD2.1a)	<u>SS 2 Civics & Economics</u> SS 2.1 Attends to others in immediate environment. Grasps and releases objects.
<u>Later Infancy 6-14 months</u> · Uses expressions, movements, and vocalizations to get attention from adults and older children for play or basic needs (CD2.1b)	<u>SED 4 Social Relationships</u> 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.
<u>Early Toddler 12-24 months</u> · Imitates sounds, gestures, and actions observed in daily interactions and routines (CD2.1c) · Shows preference for a familiar adult over others (CD2.1d)	<u>SED 4 Social Relationships</u> 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><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Uses props and dramatic play to play out roles (e.g., mother, teacher, baby) and play out relationships and routines such as feeding, shopping, or story time (CD2.1e) · Makes comments, signs, or gestures about family members and friends, including where they are and what they do (CD2.1f) · Helps with daily routines at home or in the classroom (CD2.1g) 	<p>SED 2 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.</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><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Communicates about family members in terms of relationships (e.g., “Riley is my sister.”) (CD2.1h) · Communicates about family members in terms of roles (e.g., “Grandma picks me up from school.”) (CD2.1i) · Communicates about past events and changes over time (CD2.1j) · Communicates about the roles of people encountered in the community (e.g., bus driver, mail carrier) (CD2.1k) · Uses props and dramatic play to dramatize stories from culturally responsive books, movies and shows (CD2.1l) · Uses visual arts such as drawing, sculpting, and building to show thinking (CD2.1m) 	<p>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. SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books and other media (artists, cooks, cashiers, construction workers) (CD2.1n) · Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus) (CD2.1o) · Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about 	<p>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. SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>

social connections (CD2.1p)	
CD2. Social Science: People, Community, and Culture	
CD2.2. Understanding relationships and connections	
<u>Early Infancy 0-8 months</u> · Shows preference for familiar people with smiles and an open facial expression (CD2.2a)	SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.
<u>Later Infancy 6-14 months</u> · Shows awareness of strangers and of separation from parents with hesitation and/or distress (CD2.2b)	SED 2 Self-Regulation SED 2.2 Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.
<u>Early Toddler 12-24 months</u> · Pays attention to children nearby by watching and possibly imitating their play (CD2.2c)	SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
<u>Later Toddler 22-36 months</u> · Communicates about self and others in terms of physical characteristics (e.g., big/little, curly hair/straight hair) (CD2.2d)	LLD 1 Listening LLD 1.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.
<u>Early Preschool 34-48 months</u> · Communicates about self as member of specific groups (e.g., neighborhood, faith community, team) (CD2.2e) · Participates as a member of the group to work cooperatively, make plans and solves problems (CD2.2f)	LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.

<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Communicates about self as member of many different groups, such as within a family, classroom, faith community, or sport team (CD2.2g) · Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group (CD2.2h) · With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions (CD2.2i) 	<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>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. 4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>CD2. Social Science: People, Community, and Culture</p>	
<p>CD2.3. Learning about differences</p>	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Notices an unfamiliar person whose face is near and briefly gazes at that new face (CD2.3a) 	<p>SS 1 Culture & Community SS 1.1 Recognizes family members and is exposed to family traditions or cultural events.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Shows awareness of strangers or less familiar people by showing hesitation or distress (CD2.3b) 	<p>PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>SED 4 Social Relationships SED 4.1 Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or</p>

	facial response of a familiar person. Enjoys turn-taking games such as peekaboo.
<u>Early Toddler 12-24 months</u> · Imitates other children's behavior (CD2.3c)	SED 4 Social Relationships SED 4.2 Greet and stay near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.
<u>Later Toddler 22-36 months</u> · Uses words to describe their own physical features (e.g., size, gender, assistive devices, etc.) and those of peers and adults (CD2.3d)	SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.
<u>Early Preschool 34-48 months</u> · Follows adult's lead to notice and talk about differences presented in books and other media (CD2.3e) · Follows caregiver or educator's model to talk accurately and respectfully about similarities and differences present in the group (CD2.3f)	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.
<u>Later Preschool 44-60 months</u> · Learns simple vocabulary of other languages spoken in home, classroom, or school community (CD2.3g) · Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences (CD2.3h) · With adult help, notices and communicates about different family structures represented in the group (CD2.3i) · Communicates about own family's culture and traditions and accepts that children and families are different (CD2.3j)	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. 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. SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies

	roles and responsibilities of self and others to contribute to the community.
CD3. Mathematics	
CD3.1. Comparing numbers, counting, and recognizing quantities	
<u>Early Infancy 0-8 months</u> · After observing a picture or display with one item, pays longer attention to a picture or display with two or three items (CD3.1a)	LLD 5 Concepts of Print LLD 5.1 Looks at or points to pictures. Opens and closes books.
<u>Later Infancy 6-14 months</u> · Says, signs, or gestures for “more” to request additional food or items (CD3.1b)	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.
<u>Early Toddler 12-24 months</u> · Sings number words in chants or songs (CD3.1c) · Can name and sing/chant some numbers with no sequence (CD3.1d)	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.
<u>Later Toddler 22-36 months</u> · Notices or points to the presence of numbers (as distinct from letters) in the environment such as in books or on buildings or signs (CD3.1e) · Compares quantities of items and indicates “same” or “more” (CD3.1f) · Begins to match numerals to the correct quantity (amount) (CD3.1g) · Uses number words for counting, though not necessarily in order (CD3.1h) · Imitates an adult who is counting along with actions such as	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.

clapping (CD3.1i)	
<p>Early Preschool 34-48 months</p> <ul style="list-style-type: none"> · Names some numbers when they appear in print (CD3.1j) · Continues counting from a running start, as in “What comes after 1, 2, 3, 4...?” (CD3.1k) · Uses own fingers to show a number (CD3.1l) · Instantly recognizes a collection of up to 4 objects (i.e. subitizes) (CD3.1m) · Begins to explore one-to-one correspondence (e.g., setting places at a table), counting up to 10 (CD3.1n) · Counts up to 5 objects in a line (CD3.1o) · Compares sets of objects that range in size from 1-5, as having “more” or “fewer” (CD3.1p) 	<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>Later Preschool 44-60 months</p> <ul style="list-style-type: none"> · Counts forward to 20 by memory (CD3.1q) · Counts backwards from 5 (CD3.1r) · Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects (CD3.1s) · Counts up to 10 objects in a line (CD3.1t) · Answers the question “How many?” for up to 10 objects (CD3.1u) · Counts out 10-20 objects in a line from a larger group (CD3.1v) · Instantly recognizes a collection of up to 10 objects (i.e. subitizes) (CD3.1w) · Uses words that mean zero such as “nothing” or “none” (CD3.1x) · Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects (CD3.1y) · Compares sets of objects that range in size from 1-10, as having “more”, “fewer” or “same” (CD3.1z) · Arranges images with 3 or more different quantities of objects in correct order (CD3.1aa) 	<p>MR 1 Number Sense</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>

CD3. Mathematics	
CD3.2. Understanding number relationships and solving problems using operations	
<u>Early Infancy 0-8 months</u> Note: The developmental progression of this focus area is more explicitly evidenced later in infancy. ↓	↓
<u>Later Infancy 6-14 months</u> ↓	↓
<u>Early Toddler 12-24 months</u> ↓	↓
<u>Later Toddler 22-36 months</u> ↓	↓
<u>Early Preschool 34-48 months</u> · With adult help, adds (joins) two small sets of objects (e.g., “I have two books and you have two books. How many books do we have all together?”) (CD3.2a) · With adult help, subtracts (separates) small sets of objects (e.g., “You have four ribbons. If you share three with your friends, how many will you have left?”) (CD3.2b)	MR 1 Number Sense MR 1.3 Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted. MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
<u>Later Preschool 44-60 months</u> · Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2c)	MR 1 Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.

<ul style="list-style-type: none"> · Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2d) · With adult help, uses “counting on” as a strategy to solve addition (joining) problems (e.g., “I have 3 and 2 more gives me 4, 5”) (CD3.2e) · With adult help, uses “counting back from” as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, “5,4,3...leaves 2”) (CD3.2f) 	<p>MR 1.6 Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number.</p> <p>Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>
CD3. Mathematics	
CD3.3. Geometric thinking and spatial reasoning	
<p><u>Early Infancy 0-8 months</u></p> <p>Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.</p> <p>↓</p>	↓
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Shows interest in space and location by looking in mirrors, noticing what is reflected, and looking for it (CD3.3a) · Explores relationships of things in space by combining objects of different sizes and shapes with containers of different sizes and shapes (CD3.3b) 	<p>MR 2 Spatial Awareness</p> <p>MR 2.1 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</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Matches simple shapes in a sorting box or puzzle (CD3.3c) · Places one block or an alternative item on another and says or signs “on” (CD3.3d) · Plays with blocks, found materials (e.g., stones or sticks), or other items by placing them side by side (CD3.3e) · Uses blocks or found materials to represent a simple 	<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>

construction such as a road or a room (CD3.3f)	
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Imitates adult in calling simple shapes (e.g., circle, square, triangle) by name (CD3.3g) · Sorts items or pictures by shape (CD3.3h) · Recognizes certain shapes (circle or square) in the classroom, home, or neighborhood (CD3.3i) · Responds to and uses words describing a place in space such as “next to”, “inside of”, “under” (CD3.3j) · Stacks 4 or more blocks or items vertically (CD3.3k) 	<p>MR 2 Spatial Awareness 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> <p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Uses words that describe and compare shapes in the environment (e.g., “the cracker is a circle”, “the green square is smaller than the purple square”) (CD3.3l) · Recognizes and names a typical circle, square, and sometimes triangle (CD3.3m) · Matches some shapes that are different sizes or orientations with adult support (CD3.3n) · Describes the spatial features of objects in the classroom, home, or neighborhood (e.g., Pointing to a picture of the sun, child says “It’s a circle.”) (CD3.3o) · Uses words about position – “first”, “last”, “middle” – to describe the placement of a person or thing (CD3.3p) · Uses words about direction and distance (e.g., “run toward the tree”, “my car went farther than your car”) (CD3.3q) · In outside play, uses and responds to direction (e.g., up, down) or position (e.g., on top of, beside) words (CD3.3r) 	<p>MR 2 Spatial Awareness 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. 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.</p> <p>MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p>
<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square) (CD3.3s) · Correctly names squares, rectangles and triangles regardless 	<p>MR 2 Spatial Awareness 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>

of size or orientation (CD3.3t) · Describes attributes of two and three dimensional shapes (e.g., “A square has four corners/angles”, “a triangle has three straight sides”) (CD3.3u) · Draws and describes pictures that show relative locations and uses terms like “near to” or “closer to” (CD3.3v)	MR 3 Shapes MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.
CD3. Mathematics	
CD3.4. Sorting, classifying, and patterning	
<u>Early Infancy 0-8 months</u> · Shows a beginning alertness to something “different” by holding attention to briefly study the new item or face (CD3.4a) · Anticipates the next move in a game of peeka-boo (CD3.4b)	MR 2 Spatial Awareness MR 2.1 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. MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.
<u>Later Infancy 6-14 months</u> · Anticipates the next action in a pattern of clapping or bouncing on a caregiver’s knee (CD3.4c)	MR 5 Patterns MR 5.1 Plays predictable activities with caregivers such as pat-a-cake and peekaboo.
<u>Early Toddler 12-24 months</u> · Sorts and classifies objects according to one attribute or feature (e.g., sorts socks by color, sorts twigs from leaves) (CD3.4d) · Imitates patterns in movement (e.g., clapping patterns) (CD3.4e) · Imitates adult’s words in naming a pattern (e.g., blue - red - blue - red) (CD3.4f)	MR 6 Classification MR 6.2 When shown one object, finds the match. Identifies and names familiar people, characters and animals MR 5 Patterns MR 5.2 Attempts to mimic vocal and physical patterns.

<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Imitates an adult in naming the elements of a pattern and then predicts the next item in the chain (CD3.4g) · Predicts the next word or phrase in a familiar story (CD3.4h) · Recognizes and follows simple patterns in stories or books such as I Know an Old Lady Who Swallowed a Fly or The Very Hungry Caterpillar (CD3.4i) 	<p>MR 5 Patterns MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, retells a story by pointing at pictures or role-playing with props.</p>
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Shows understanding of simple patterns by recognizing and extending simple, repeating, “ABAB” patterns (e.g., of movements such as “tap head, tap knees, tap head...”; or of objects such as “red car, yellow car, red car...”) (CD3.4j) · With adult help, fills in the missing element of a pattern (e.g., red, blue, red, ____, red) (CD3.4k) 	<p>MR 5 Patterns MR 5.4 Creates and extends two-step patterns.</p>
<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Identifies, duplicates, extends, and creates simple repeating patterns (CD3.4l) · Fills in missing elements of simple, repeating patterns (CD3.4m) · Recognizes, names, and extends simple repeating patterns (CD3.4n) · Describes quantitative changes (e.g., “I am two years older than when I started school.”) (CD3.4o) 	<p>MR 5 Patterns MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games. MR 5.6 Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>
<p>CD3. Mathematics</p>	
<p>CD3.5. Describing, comparing, and measuring</p>	
<p><u>Early Infancy 0-8 months</u></p>	<p>MR 4 Measurement</p>

<ul style="list-style-type: none"> · Explores familiar and unfamiliar people or objects through touching (handling) or mouthing (oral exploration) (CD3.5a) 	<p>MR4.1 Recognizes when to use whole hand or just two fingers to pick up an object.</p>
<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Examines differences between familiar or unfamiliar people or objects with greater focus (e.g., shaking or squeaking different sound producing toys, such as keys, rattles, and noisemakers) (CD3.5b) 	<p>MR 4 Measurement MR 4.2 Explores size and weight of objects in relation to self.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · With adult support, begins to match objects by similar or related attributes/ characteristics (e.g. explores matching shapes using a shape sorting box) (CD3.5c) 	<p>MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · With adult support, sorts objects into two groups based on a single attribute/ characteristic (e.g. grouping blocks separately from toy animals or putting red blocks and blue blocks in different piles) (CD3.5d) 	<p>MR 4 Measurement MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p>
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · With adult support, makes direct comparisons of objects' volume or length (e.g., standing two students back to back to see which one is taller) (CD3.4e) · With adult support, indirectly compares the length of two objects using a third object (e.g., using a piece of string to measure two objects on the playground and determining which is taller) (CD3.4f) 	<p>MR 4 Measurement MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 6 Classification MR 6 .5 Sorts objects by more than one feature and explains why.</p>

<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Directly compares the length or volume of two objects (CD3.5g) · Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.) (CD3.5h) · With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is (CD3.5i) · With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight (CD3.5j) · With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure (CD3.5k) · With adult support, demonstrates “size seriation” by comparing and ordering objects according to measured attribute/characteristic (e.g., places books on shelf according to measured size) (CD3.5l) · With adult support, explores tools of measurement such as rulers, scales, and measuring cup, using the appropriate tool for the attribute/characteristic being measured (CD3.5m) · With instruction, shows an awareness of time by talking about events with words such as before, after, and later (CD3.5n) 	<p>MR 4 Measurement MR 4.6 Makes logical estimates and uses measurement tools to check estimation.</p> <p>MR 6 Classification MR 6.6 Identifies, sorts and classifies objects by at least two features.</p>
<p>CD4. Fine Arts</p>	
<p>CD4.1. Exploring and expressing ideas through movement and dance</p>	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · With feet on a flat surface, and with adult support, pushes 	<p>PD 2 Fine Motor</p>

down with legs (CD4.1a)	PD 2.1 Reaches for objects in sight. Uses arms or legs to make contact with an object.
<u>Later Infancy 6-14 months</u> <ul style="list-style-type: none"> · Stands alone very briefly with adult supporting nearby (CD4.1b) · Takes a step or more while holding on to adult or other supports (CD4.1c) · Responds to music by bouncing (CD4.1d) 	PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.
<u>Early Toddler 12-24 months</u> <ul style="list-style-type: none"> · Keeps a steady beat by tapping on legs or shaking or tapping a simple instrument while seated on the floor (CD4.1e) · With adult help, practices moving through space and exploring different movements such as jumping, walking, bouncing, and turning (CD4.1f) 	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. PD 1 Gross Motor PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
<u>Later Toddler 22-36 months</u> <ul style="list-style-type: none"> · Follows adult's guidance for recognizing personal space (CD4.1g) · Adjusts movements to match the music or beat when adult introduces varied types of music to invite kinds and rates of movement (CD4.1h) · Repeats short rhythm patterns (CD4.1i) 	CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm. 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.
<u>Early Preschool 34-48 months</u> <ul style="list-style-type: none"> · Imitates adult's model of moving body parts in isolation or coordination (CD4.1j) 	CA 1 Music CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or

<ul style="list-style-type: none"> · Uses words that describe movement (e.g., roll, gallop, etc.) (CD4.1k) · Follows adult's guidance to recognize other children's personal space, as suggested by the cultures of the children in the group (CD4.1l) · Repeats longer rhythm patterns (CD4.1m) · Imitates dance movements or patterns of movement (CD4.1n) · Contributes ideas to create dance movements (CD4.1o) 	<p>instruments to create music. Identifies self as a musician.</p> <p>CA 2 Dance & Movement CA 2.4 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.</p>
<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing on one foot during guided movement experiences (CD4.1p) · Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion (CD4.1q) · Changes tempo of movements in response to changes in tempo or beat of music (CD4.1r) · Follows directions or example to stop moving on cue (CD4.1s) · Reproduces dance steps or movements several times (CD4.1t) · Uses dance to communicate ideas or feelings (CD4.1u) 	<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>
CD4. Fine Arts	
CD4.2. Learning about and through music	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Responds to adult by copying sounds (CD4.2a) · Engages in a "conversation" with adult by taking turns making sounds (CD4.2b) · Responds to music by either quieting or becoming more active (CD4.2c) 	<p>CA 1 Music CA 1.1 Responds to sounds. Makes sounds to communicate feelings.</p>


<p><u>Later Infancy 6-14 months</u></p> <ul style="list-style-type: none"> · Imitates adults sounds including multiple syllables (e.g., “mamama”, “dadada”) (CD4.2d) · Responds to music by changing expression, moving head or limbs, swaying, nodding, bouncing or clapping (CD4.2e) 	<p>CA 1 Music</p> <p>CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.</p>
<p><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Directs attention to the source of sound and shows interest or pleasure when provided music (CD4.2f) · Imitates a steady beat with body parts or simple “instruments” (e.g., hitting a metal bowl with a spoon, drumming on a table top) (CD4.2g) 	<p>CA 1 Music</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><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Asks with words, signs, or gestures to hear music again (CD4.2h) · Participates in group musical experiences (CD4.2i) · Echoes short phrases as sung by an adult (CD4.2j) · Changes the tempo of a beat between fast and slow (CD4.2k) · Repeats short rhythm patterns (CD4.2l) · Responds to and follows changes in tempo (CD4.2m) 	<p>CA 1 Music</p> <p>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><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Shows preferences for music by requesting songs (CD4.2n) · Participates in conversations about music dynamics, including sound qualities and pitch (high or low) (CD4.2o) · Repeats longer rhythm patterns (CD4.2p) · Creates beats, patterns or simple melodies using the voice or simple materials in the environment (CD4.2q) · Sings alone and with others (CD4.2r) 	<p>CA 1 Music</p> <p>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><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Creates original lyrics and songs (CD4.2s) · Keeps a steady beat for 8-16 counts by patting body parts or 	<p>CA 1 Music</p> <p>CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating</p>


using small instruments (CD4.2t) · Draws to represent patterns in sound (e.g., “clap, clap, stomp, stomp” drawn as “dot, dot, dash, dash”) (CD4.2u) · Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships (CD4.2v)	rhythm and/or melody.
CD4. Fine Arts	
CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts	
<u>Early Infancy 0-8 months</u> · Responds to people whose faces are nearby by smiling and copying basic facial expressions (CD4.3a) · Protests with expression or vocalization when playful interactions stop (CD4.3b)	CA 4 Drama CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets
<u>Later Infancy 6-14 months</u> · Explores materials by using them in different ways such as shaking, banging, throwing (CD4.3c) · Copies simple gestures such as waving goodbye (CD4.3d)	CA 4 Drama CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets
<u>Early Toddler 12-24 months</u> · Recognizes and demonstrates actual uses of objects (e.g., combing hair with comb) (CD4.3e) · Interacts with an adult in role play (e.g., acting out the characters and story in a familiar book) (CD4.3f)	CA 4 Drama CA 4.2 Mimics observed behaviors and words. Mimics the use of familiar object.
<u>Later Toddler 22-36 months</u> · Shows imagination by substituting items to represent actual items (e.g., using a block as a cell phone) (CD4.3g) · Uses figures (e.g., dolls, action figures) to role play interactions and relationships, including differences related to culture,	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>gender, race, age, and ability (CD4.3h)</p> <ul style="list-style-type: none"> · Transitions between imagination and reality in dramatic play or in a guided drama experience (CD4.3i) · Uses props and dramatic play to explore roles in their circle of family and friends (e.g., holding and patting a baby doll on the back to demonstrate care) (CD4.3j) 	
<p><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Uses props and dramatic play to act out emotions related to fear, excitement, happiness, sadness and anger (CD4.3k) · When engaged in role play, contributes dialogue, gesture, and facial expressions to convey meaning, ideas and feelings (CD4.3l) · With adult guiding dramatic play, explores character, plot and setting (CD4.3m) 	<p>CA 4 Drama</p> <p>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><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Uses props and dramatic play to explore roles and events in the larger community and world (CD4.3n) · Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play (CD4.3o) 	<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 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.</p>
CD4. Fine Arts	
CD4.4. Using visual arts media to express thoughts and feelings	
<p><u>Early Infancy 0-8 months</u></p> <ul style="list-style-type: none"> · Responds to visual elements in the environment by gazing at light, color, and patterns (CD4.4a) 	<p>CA 3 Visual Arts</p> <p>CA 3.1 Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.</p>
<u>Later Infancy 6-14 months</u>	SED 1 Self-Awareness

<ul style="list-style-type: none"> · Watches faces and responds to presence of familiar figures (CD4.4b) · Pays attention to and studies own face in a mirror (CD4.4c) · Participates in a variety of tactile/sensory experiences such as feeling different fabrics and textures or playing with water under close adult supervision (CD4.4d) · Shows interest in certain images or objects by vocalizing or reaching (CD4.4e) 	<p>SED 1.2 Recognizes self in photos or in a mirror. Shows preference for certain foods or toys.</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><u>Early Toddler 12-24 months</u></p> <ul style="list-style-type: none"> · Begins to use materials (e.g., crayons, chalk) to leave marks on paper (CD4.4f) · Begins to make controlled marks and drawings on paper (CD4.4g) 	<p>CA 3 Visual Arts CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p>
<p><u>Later Toddler 22-36 months</u></p> <ul style="list-style-type: none"> · Explores a variety of media including paper, tape, glue, clay, watercolor, etc. (CD4.4h) 	<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><u>Early Preschool 34-48 months</u></p> <ul style="list-style-type: none"> · Begins to transition drawings from spontaneous loops and lines to intentional shapes, including ovals, circles, and rectangles (CD4.4i) · Shows control and coordination with scissors (CD4.4j) 	<p>CA 3 Visual Arts CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p>
<p><u>Later Preschool 44-60 months</u></p> <ul style="list-style-type: none"> · Begins to draw with planning and purpose to show or tell a story about something in their experience (CD4.4k) · Draws the human form with more accuracy and detail (CD4.4l) · Begins to describe art and the story it tells (CD4.4m) · With adult help, chooses media to match the intention of the art (e.g., clay vs. paint vs. 3-D vs. collage) (CD4.4n) 	<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. CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p>


Developmental Continuum of Skills


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 & Emotional Development	SED 1 Self-Awareness	Explores self and others by using senses.		Recognizes self in photos or in a mirror.		Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.		When given two to three options, chooses his/her most desired option.		Describes and compares preferences of self and others.		Negotiates to attain personal preference in a situation.		Predicts how self and others might feel in a variety of situations and explains why.		Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.	
	SED 2 Self-Regulation	Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.		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.		Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.		Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.		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.		Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.		Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.		Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.	
	SED 3 Attention & Persistence	Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.		Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.		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.		Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.		Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.		Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.		Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.		Sustains focus for 45 minutes even if there are distractions. Takes care of self or another while considering the needs of the greater group.	
	SED 4 Social Relationships	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.		Greetss and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.		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.		Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.		Initiates play with one or more persons. Offers to help others. Identifies feelings of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.		Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.		Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.		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.	


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.	

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 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.

Skill / Skill Code		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 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.

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.

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
 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.