



*Alignment of the*  
**Experience Developmental Continuum of  
Skills**  
*with*  
**Arkansas Child Development and Early  
Learning Standards: Birth through 60 Months**





## The Experience Developmental Continuum of Skills

This document details the alignment of the **Arkansas Child Development and Early Learning Standards: Birth through 60 Months**. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com)

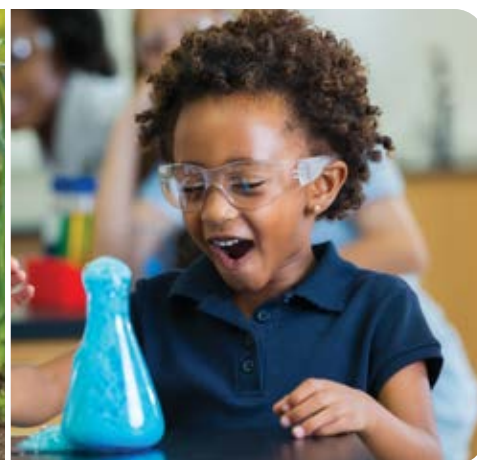
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

Visit [www.experiencecurriculum.com](http://www.experiencecurriculum.com) 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 Developmental Continuum of Skills please reference the Research Foundation Book, Edition 3.



Social and Emotional Development	
SE1. RELATIONSHIPS WITH OTHERS	
SE1.1 Forms trusting relationships with nurturing adult	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)</li> <li>Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking at object of interest and back at caregiver, smiling, pointing, dropping or banging objects, to leading adult by the hand</li> <li>Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver)</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>            SED 3a.1 Recognizes, interacts with and responds to primary caregivers.            SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)</li> <li>Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking at object of interest and back at caregiver, smiling, pointing, dropping or banging objects, to leading adult by the hand</li> <li>Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver)</li> <li>Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person (separation anxiety) or when encountering strangers (stranger anxiety)</li> <li>Explores the environment while regularly checking in (visually or</li> </ul>	<p><b>SED 3a Social relationships: Develops relationships with adults.</b>            SED 3a.1 Recognizes, interacts with and responds to primary caregivers.            SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.</p>

physically) with trusted adults and seeks these adults when experiencing stress or uncertainty	
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Participates in longer back-and-forth interactions with adults to share experiences; imitates adults' actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities</li> <li>Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person (separation anxiety) or when encountering strangers (stranger anxiety)</li> <li>Explores the environment while regularly checking in (visually or physically) with trusted adults and seeks these adults when experiencing stress or uncertainty</li> </ul>	<b>SED 3a Social relationships: Develops relationships with adults.</b> SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.
<b>37-48m:</b> <ul style="list-style-type: none"> <li>Participates in longer back-and-forth interactions with adults to share experiences; imitates adults' actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities</li> <li>Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and well-being</li> <li>Separates from primary caregivers with minimal distress when with other familiar and trusted adults*</li> </ul>	<b>SED 3a Social relationships: Develops relationships with adults.</b> SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
<b>49-60m:</b> <ul style="list-style-type: none"> <li>Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and well-being</li> <li>Separates from primary caregivers with minimal distress when with other familiar and trusted adults*</li> </ul>	<b>SED 3a Social relationships: Develops relationships with adults.</b> SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.
SE1.2 Interacts with peers	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers</li> </ul>	<b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers.  <b>SED 3c Social relationships: Participates cooperatively in groups</b> SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.

	SED 3c.2 Mimics actions of others.
<b>9-18m:</b> <ul style="list-style-type: none"> <li>Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers</li> <li>Begins to engage in parallel play (playing next to but not directly involved in another child's play)</li> </ul>	<b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers.  <b>SED 3c Social relationships: Participates cooperatively in groups</b> SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others.
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time</li> <li>Begins to engage in parallel play (playing next to but not directly involved in another child's play)</li> <li>Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)</li> </ul>	<b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.  <b>SED 3c Social relationships: Participates cooperatively in groups</b> SED 3c.2 Mimics actions of others. SED 3c.3 Joins a group and participates in an activity when asked.
<b>37-48m:</b> <ul style="list-style-type: none"> <li>Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time</li> <li>Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)</li> <li>Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)</li> <li>Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance</li> </ul>	<b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.  <b>SED 3c Social relationships: Participates cooperatively in groups</b> SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.
<b>49-60m:</b> <ul style="list-style-type: none"> <li>Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time</li> <li>Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)</li> </ul>	<b>SED 3b Social relationships: Develops relationships with peers</b> SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interacts as friends.

<ul style="list-style-type: none"> <li>Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance</li> </ul>	<b>SED 3c Social relationships: Participates cooperatively in groups</b> SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.
<b>SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING</b>	
<b>SE2.1 Experiences, expresses, and regulates a range of emotions</b>	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds</li> <li>Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)</li> </ul>	<b>SED 2a Self-Regulation: Manages feelings and behavior</b> SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.
<b>9-18m:</b> <ul style="list-style-type: none"> <li>Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds</li> <li>Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)</li> <li>Comforts self by seeking a special toy, object, or caregiver when upset</li> </ul>	<b>SED 2a Self-Regulation: Manages feelings and behavior</b> SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others</li> <li>Comforts self by seeking a special toy, object, or caregiver when upset</li> </ul>	<b>SED 2a Self-Regulation: Manages feelings and behavior</b> SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
<b>37-48m:</b> <ul style="list-style-type: none"> <li>Uses words, signs, other communication methods, and pretend</li> </ul>	<b>SED 2a Self-Regulation: Manages feelings and behavior</b> SED 2a.3 Begins to use strategies to regulate emotions or behavior



<p>play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others</p> <ul style="list-style-type: none"> <li>• Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms*</li> <li>• Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)</li> </ul>	<p>with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others</li> <li>• Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms*</li> <li>• Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b> SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p>
SE2.2 Interprets and responds to the feelings of others	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Reacts to and takes cues from others' emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver's or peer's face)</li> </ul>	<p><b>SED 3d Social relationships: Identifies and respects emotions of others</b> SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)</li> <li>• Reacts to and takes cues from others' emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver's or peer's face)</li> </ul>	<p><b>SED 3d Social relationships: Identifies and respects emotions of others</b> SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures.</p>

<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)</li> <li>• Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision</li> </ul>	<p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></p> <p>SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Responds sympathetically to others' distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)</li> <li>• Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision</li> <li>• Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down")</li> </ul>	<p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></p> <p>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Responds sympathetically to others' distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)</li> <li>• Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision</li> <li>• Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down")</li> </ul>	<p><b>SED 3d Social relationships: Identifies and respects emotions of others</b></p> <p>SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.</p>
<p><b>SE3. SELF-AWARENESS AND SELF-CONCEPT</b></p>	
<p><b>SE3.1 Shows awareness of self as unique individual</b></p>	



<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Develops beginning self awareness (e.g., explores own hands and feet, responds to name)</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.  SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>  SED 1b.1 Vocalizes or moves to express wants and needs.  SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>  SED 1c.1 Reaches for a familiar object or toy.  SED 1c.2 Attempts to do a familiar task or explore objects independently.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b>  SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.  SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)</li> <li>Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating “no” (verbally, signing, shaking head)</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.  SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>  SED 1b.1 Vocalizes or moves to express wants and needs.  SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>  SED 1c.1 Reaches for a familiar object or toy.  SED 1c.2 Attempts to do a familiar task or explore objects independently.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b></p>

	<p>SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.</p> <p>SED 1d.2 Shows a range of emotions with facial expressions and gestures.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of “mine” and “not mine”</li> <li>• Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)</li> <li>• Recognizes similarities and differences in their own and others’ personal characteristics (e.g., communicates that a peers’ hair color is different than their own, labels self as boy or girl)</li> <li>• Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating “no” (verbally, signing, shaking head)</li> <li>• Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., “I don’t like bananas” and later, “I like carrots because they’re crunchy.”)</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.  SED 1a.3 Name self and names basic body parts.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>  SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.  SED 1b.3 Expresses likes and dislikes.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>  SED 1c.2 Attempts to do a familiar task or explore objects independently.  SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b>  SED 1d.2 Shows a range of emotions with facial expressions and gestures.  SED 1d.3 Recognizes and names a few personal feelings.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of “mine” and “not mine”</li> <li>• Recognizes similarities and differences in their own and others’ personal characteristics (e.g., communicates that a peers’ hair color is different than their own, labels self as boy or girl)</li> <li>• Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., “I’m a fast runner,” “No one else in my family likes fish, but I do”)</li> <li>• Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., “I don’t like bananas” and later, “I like carrots because they’re crunchy.”)</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.3 Name self and names basic body parts.  SED 1a.4 Identifies characteristics of self.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>  SED 1b.3 Expresses likes and dislikes.  SED 1b.4 When given two to three options, chooses their most desired option.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>  SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion.  SED 1c.4 Expresses interest in planning or trying new or complex</p>

	<p>tasks and activities with help.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b>  SED 1d.3 Recognizes and names a few personal feelings.  SED 1d.4 Identifies and describes personal feelings.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., “I’m a fast runner,” “No one else in my family likes fish, but I do”)</li> <li>Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., “I don’t like bananas” and later, “I like carrots because they’re crunchy.”)</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.3 Name self and names basic body parts.  SED 1a.4 Identifies characteristics of self.  SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p><b>SED 1b Self-Awareness: Expresses needs and preferences</b>  SED 1b.4 When given two to three options, chooses their most desired option.  SED 1b.5 Describes and compares preferences of self and others.</p> <p><b>SED 1c Self-Awareness: Completes tasks independently</b>  SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.  SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p><b>SED 1d Self-Awareness: Identifies emotions</b>  SED 1d.4 Identifies and describes personal feelings.  SED 1d.5 Recognizes that feelings can change.</p>
SE3.2 Demonstrates competence and confidence	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention)</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.  SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention)</li> </ul>	<p><b>SED 1a Self-Awareness: Knows self and expresses confidence</b>  SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.</p>

<ul style="list-style-type: none"> <li>• Alternates between doing things independently and wanting help or comfort</li> </ul>	SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others.
<b>19-36m:</b> <ul style="list-style-type: none"> <li>• Alternates between doing things independently and wanting help or comfort</li> <li>• Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)</li> </ul>	<b>SED 1a Self-Awareness: Knows self and expresses confidence</b> SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Name self and names basic body parts.
<b>37-48m:</b> <ul style="list-style-type: none"> <li>• Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)</li> <li>• Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively</li> </ul>	<b>SED 1a Self-Awareness: Knows self and expresses confidence</b> SED 1a.3 Name self and names basic body parts. SED 1a.4 Identifies characteristics of self.
<b>49-60m:</b> <ul style="list-style-type: none"> <li>• Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)</li> <li>• Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively</li> </ul>	<b>SED 1a Self-Awareness: Knows self and expresses confidence</b> SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
<b>Cognitive Development</b>	
<b>CD1. APPROACHES TO LEARNING</b>	
<b>CD1.1 Shows curiosity and a willingness to try new things</b>	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>• Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)</li> </ul>	<b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement.

<ul style="list-style-type: none"> <li>Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a toy that rattles, listens intently to a new song)</li> </ul>	
<b>9-18m:</b> <ul style="list-style-type: none"> <li>Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)</li> <li>Explores different ways to use objects or materials, investigates ways to make something happen, experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)</li> <li>Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a toy that rattles, listens intently to a new song)</li> </ul>	<b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement.
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Explores different ways to use objects or materials, investigates ways to make something happen, experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)</li> <li>Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)</li> <li>Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging</li> </ul>	<b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person.
<b>37-48m:</b> <ul style="list-style-type: none"> <li>Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults</li> <li>Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g.,</li> </ul>	<b>ATL 2b Flexibility &amp; Play: Engages in play</b> ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.

<p>“What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)</p> <ul style="list-style-type: none"> <li>• Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging</li> </ul>	
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults</li> <li>• Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)</li> <li>• Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging</li> </ul>	<p><b>ATL 2b Flexibility &amp; Play: Engages in play</b></p> <p>ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.</p> <p>ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p>
CD1.2 Shows persistence in approaching tasks	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again)</li> <li>• Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays engaged with toys for more than just a brief time</li> </ul>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b></p> <p>ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.</p> <p>ATL 1b.2 Repeats actions to gain a result.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again)</li> <li>• Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays</li> </ul>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b></p> <p>ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.</p> <p>ATL 1b.2 Repeats actions to gain a result.</p>



<p>engaged with toys for more than just a brief time</p> <ul style="list-style-type: none"> <li>Shows increasing willingness to repeat attempts at communication if not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)</li> </ul>	
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)</li> <li>Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task</li> <li>Shows increasing willingness to repeat attempts at communication if not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)</li> </ul>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b></p> <p>ATL 1b.2 Repeats actions to gain a result.</p> <p>ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)</li> <li>Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task</li> <li>Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write</li> </ul>	<p><b>ATL 1b Attention &amp; Persistence: Persists</b></p> <p>ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.</p> <p>ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.</p>

name after running out of space on paper or recognizing a mistake)	
<b>49-60m:</b> <ul style="list-style-type: none"> <li>Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)</li> <li>Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task</li> <li>Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake)</li> </ul>	<b>ATL 1b Attention &amp; Persistence: Persists</b> ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
<b>CD2. EXECUTIVE FUNCTION</b>	
<b>CD2.1 Focuses and sustains attention</b>	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Orients to and focuses on sounds, activities, people, and objects in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)</li> <li>Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar storybook, though may not want to follow book page by page)</li> </ul>	<b>ATL 1a Attention &amp; Persistence: Attends</b> ATL 1a.1 Focuses for a short time on a person, sound or things. ATL 1a.2 Attends to what others are looking at or pointing to.
<b>9-18m:</b> <ul style="list-style-type: none"> <li>Orients to and focuses on sounds, activities, people, and objects in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)</li> <li>Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar storybook, though may not want to follow book page by page)</li> </ul>	<b>ATL 1a Attention &amp; Persistence: Attends</b> ATL 1a.1 Focuses for a short time on a person, sound or things. ATL 1a.2 Attends to what others are looking at or pointing to.
<b>19-36m:</b>	<b>ATL 1a Attention &amp; Persistence: Attends</b>

<ul style="list-style-type: none"> <li>• Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions*</li> <li>• Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)</li> </ul>	<p>ATL 1a.2 Attends to what others are looking at or pointing to.  ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions*</li> <li>• Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)</li> <li>• Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)</li> <li>• Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.  ATL 1a.4 Focuses on an engaging activity for a short period of time independently.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions*</li> <li>• Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)</li> <li>• Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are</li> </ul>	<p><b>ATL 1a Attention &amp; Persistence: Attends</b>  ATL 1a.4 Focuses on an engaging activity for a short period of time independently.  ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p>

<p>the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)</p> <ul style="list-style-type: none"> <li>Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)</li> </ul>	
CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)</li> </ul>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b></p> <p>ATL 2a.1 Shifts attention from one person or thing to another.</p> <p>ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)</li> </ul>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b></p> <p>ATL 2a.1 Shifts attention from one person or thing to another.</p> <p>ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)</li> <li>Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults</li> </ul>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b></p> <p>ATL 2a.2 Shifts attention from one task to another with prompting and adult support.</p> <p>ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver's hat)</li> <li>Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and</li> </ul>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b></p> <p>ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity.</p> <p>ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p>

<p>ability to adjust to changes in routine when necessary with support and advance notice from adults</p> <ul style="list-style-type: none"> <li>• Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses “outside voice” when on playground, but uses “walking feet” and “inside voice” in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)</li> </ul>	
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver’s hat)</li> <li>• Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults</li> <li>• Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses “outside voice” when on playground, but uses “walking feet” and “inside voice” in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)</li> <li>• Flexibly shifts between directions during an activity or game (e.g., usually performs actions at appropriate times during “Simon Says”; sorts objects by color and then by shape when prompted)</li> </ul>	<p><b>ATL 2a Flexibility &amp; Play: Shows flexibility</b></p> <p>ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.</p> <p>ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p>
CD2.3 Regulates impulses and behaviors	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: <ul style="list-style-type: none"> <li>◦ SE2.1 Experiences, expresses, and regulates a range of emotions (see page 20)</li> </ul> </li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b></p> <p>SED 2a.1 Calms with support from caregiver.</p> <p>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Responds to redirection and limit-setting with increasing</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b></p> <p>SED 2a.1 Calms with support from caregiver.</p>

<p>consistency (e.g., pauses when an adult says “stop” or asks them not to do something)</p>	<p>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Responds to redirection and limit-setting with increasing consistency (e.g., pauses when an adult says “stop” or asks them not to do something)</li> <li>• Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)</li> <li>• Shows increasing understanding of phrases like “later” and “after lunch” and ability to comply with requests that involve waiting (e.g., “Eat your snack and then we’ll play with cars.”)</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.  SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)</li> <li>• Shows increasing understanding of phrases like “later” and “after lunch” and ability to comply with requests that involve waiting (e.g., “Eat your snack and then we’ll play with cars.”)</li> <li>• Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.  SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)</li> <li>• Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)</li> </ul>	<p><b>SED 2a Self-Regulation: Manages feelings and behavior</b>  SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.  SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.</p>



CD2.4 Holds and manipulates information in memory	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves)</li> <li>Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat)</li> <li>Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named)</li> </ul>	<p><b>SED 2b Self-Regulation: Follows routines and transitions</b>            SED 2b.1 Reacts to changes in tone of voice or expression.            SED 2b.2 Participates in familiar routines and transitions with support.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves)</li> <li>Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat)</li> <li>Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named)</li> </ul>	<p><b>SED 2b Self-Regulation: Follows routines and transitions</b>            SED 2b.1 Reacts to changes in tone of voice or expression.            SED 2b.2 Participates in familiar routines and transitions with support.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Searches for hidden or missing objects and notices when people are missing from a familiar group (e.g., when a peer is absent)</li> <li>Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)</li> <li>Remembers and follows two-step directions (e.g., “Put all the crayons in the basket, then put the basket on the shelf”; “Touch your nose, then touch your ear”) with decreasing need for adult</li> </ul>	<p><b>SED 2b Self-Regulation: Follows routines and transitions</b>  <b>SED 2b.2 Participates in familiar routines and transitions with support.</b>            SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p>

<p>support</p> <ul style="list-style-type: none"> <li>• Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)</li> <li>• Tells some details about stories or personal experiences with adult support and modeling</li> </ul>	
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like “What’s Missing”; plays simple memory matching card games)</li> <li>• Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)</li> <li>• Remembers and follows two-step directions (e.g., “Put all the crayons in the basket, then put the basket on the shelf”; “Touch your nose, then touch your ear”) with decreasing need for adult support</li> <li>• Remembers and follows multi-step directions (e.g., “Push in your chair, throw away your trash, and then join us for circle time”; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support</li> <li>• Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher’s question long enough to respond after waiting for peers to share their comments)</li> <li>• Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)</li> <li>• Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)</li> <li>• Tells some details about stories or personal experiences with adult support and modeling</li> <li>• Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell</li> </ul>	<p><b>SED 2b Self-Regulation: Follows routines and transitions</b></p> <p>SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.</p> <p>SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p>

events in sequence	
<b>49-60m:</b> <ul style="list-style-type: none"> <li>Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like “What’s Missing”; plays simple memory matching card games)</li> <li>Remembers and follows multi-step directions (e.g., “Push in your chair, throw away your trash, and then join us for circle time”; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support</li> <li>Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher’s question long enough to respond after waiting for peers to share their comments)</li> <li>Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)</li> <li>Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence</li> </ul>	<b>SED 2b Self-Regulation: Follows routines and transitions</b> SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
<b>CD3. LOGIC AND REASONING</b>	
<b>CD3.1</b> Uses reasoning and planning ahead to solve problems and reach goals	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Uses own movements and actions to solve simple problems or reach goals (e.g., rolls to the side to reach an interesting object; pulls on an adult’s leg when wants to be picked up)</li> </ul>	<b>SED 4a Problem-Solving: Solves problems</b> SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem.  <b>SED 4b Problem-solving: Responsible decision-making</b> SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available. SED 4b.2 Responds to simple guidance on safe and kind choices.

<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Uses own movements and actions to solve simple problems or reach goals (e.g., rolls to the side to reach an interesting object; pulls on an adult's leg when wants to be picked up)</li> <li>• Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b>  SED 4a.1 Uses simple repeated actions or movements to solve a problem.  SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>  SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.  SED 4b.2 Responds to simple guidance on safe and kind choices.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b>  SED 4a.2 Explores how things work using repeated trial and error to solve a problem.  SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>  SED 4b.2 Responds to simple guidance on safe and kind choices.  SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break."</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)</li> <li>• Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)</li> <li>• Talks out loud to self (self-talk) during play (e.g., says "I need all the red pieces. Here's another one...doesn't fit...turn it this way" while putting together a puzzle; "I'm the mommy, so I'm going to feed the baby then go to work" while playing alone in the dramatic play area)</li> <li>• Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b>  SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.  SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>  SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break."  SED 4b.4 With adult support, lists choices or solutions before making a decision.</p>

<p>materials to complete an art project; says “Tell me when you’re finished at the computer so I can have a turn.”)</p>	
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)</li> <li>• Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)</li> <li>• Talks out loud to self (self-talk) during play (e.g., says “I need all the red pieces. Here’s another one...doesn’t fit...turn it this way” while putting together a puzzle; “I’m the mommy, so I’m going to feed the baby then go to work” while playing alone in the dramatic play area)</li> <li>• Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says “Tell me when you’re finished at the computer so I can have a turn.”)</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b>            SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.            SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b>SED 4b Problem-solving: Responsible decision-making</b>            SED 4b.4 With adult support, lists choices or solutions before making a decision.            SED 4b.5 Makes independent choices based on rules and fairness.</p>
<p>CD3.2 Engages in symbolic and abstract thinking</p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through:               <ul style="list-style-type: none"> <li>○ LD1.1 Understands and responds to language (in child’s home language) (see page 47)</li> <li>○ LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (see page 48)</li> </ul> </li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b>            SED 4a.1 Uses simple repeated actions or movements to solve a problem.            SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Uses realistic props in ways similar to the real objects they represent (e.g., talks on a toy phone) and imitates everyday actions of others</li> <li>• Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book)</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b>            SED 4a.1 Uses simple repeated actions or movements to solve a problem.            SED 4a.2 Explores how things work using repeated trial and error to solve a problem.</p>

<p>rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)</p>	
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers</li> <li>• Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)</li> <li>• Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b>            SED 4a.2 Explores how things work using repeated trial and error to solve a problem.            SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers</li> <li>• Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says “Let’s pretend I gave you a ticket for the bus”) and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions</li> <li>• Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message</li> <li>• Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b>            SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.            SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says “Let’s pretend I gave you a ticket for the bus”) and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions</li> <li>• Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings</li> </ul>	<p><b>SED 4a Problem-Solving: Solves problems</b>            SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.            SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>



<ul style="list-style-type: none"> <li>With adult support and prompting, engages in thinking that goes beyond the “here and now” (e.g., discusses details in a story that are not shown in an illustration, begins to understand explanations of events they have not directly experienced)</li> </ul>	
<b>Physical Development and Health</b>	
<b>PH1. GROSS MOTOR</b>	
<b>pH1.1 Demonstrates locomotor skills</b>	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Lifts head and chest off firm surface such as floor when on tummy; rolls over</li> </ul>	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
<b>9-18m:</b> <ul style="list-style-type: none"> <li>Shifts between lying down, sitting, and balancing on hands and knees</li> <li>Moves from crawling to cruising* to walking** showing increasing coordination for each skill</li> <li>Crawls up stairs on hands or knees, later in this age range walks up and down stairs holding an adult’s hand, stepping with both feet on each step</li> </ul>	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Changes speed or direction while moving (walking, running, using walker), though may have difficulty stopping with control</li> <li>Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet</li> <li>Walks up and down stairs or climbing equipment by stepping with both feet on each step, with increasing ability to move without support from adult or handrail</li> <li>Experiments with different ways of moving (e.g., walks on tiptoes, walks backwards, marches, uses walker, pushes or pedals riding toy with feet)</li> </ul>	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> <b>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</b> PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
<b>37-48m:</b>	<b>PD 1 Gross Motor: Builds strength, coordination and balance of</b>

<ul style="list-style-type: none"> <li>• Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)</li> <li>• Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet</li> <li>• Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet</li> <li>• Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements</li> <li>• Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease</li> </ul>	<p><b>large muscles</b></p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)</li> <li>• Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet</li> <li>• Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements</li> <li>• Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></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>
<p>pH1.2 Shows stability and balance</p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Sits independently with increasing stability and ability to change positions (e.g., get into sitting position from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting)</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Sits independently with increasing stability and ability to change positions (e.g., get into sitting position from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting)</li> <li>• Shows increased ability to maintain balance while in motion</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>

<p>when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)</p>	
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)</li> <li>• Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)</li> <li>• Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence</li> <li>• Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>  <b>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</b>  PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)</li> <li>• Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)</li> <li>• Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence</li> <li>• Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing</li> <li>• Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a “river”</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b>  PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.  PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>

made from two ropes taking off with one foot and landing on the other)	
<b>49-60m:</b> <ul style="list-style-type: none"> <li>Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)</li> <li>Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence</li> <li>Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing</li> <li>Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a “river” made from two ropes taking off with one foot and landing on the other)</li> </ul>	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> 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.
pH1.3 Demonstrates gross-motor manipulative skills	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys</li> </ul>	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
<b>9-18m:</b> <ul style="list-style-type: none"> <li>Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys</li> </ul>	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space</li> <li>Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed</li> <li>Strikes a stationary ball or other object with hand or arm (e.g.,</li> </ul>	<b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.

<p>strikes a ball off of a table with hand), may not follow through or have accurate aim</p> <ul style="list-style-type: none"> <li>• Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it</li> </ul>	
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space</li> <li>• Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed</li> <li>• Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim</li> <li>• Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Catches balls or other objects of any size with both hands, with arms bent</li> <li>• Tosses or throws balls or other objects with increased accuracy and force, stepping forward with the leg opposite the throwing arm and following through</li> <li>• Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim</li> <li>• Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the legs</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></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>
<b>PH2. FINE MOTOR</b>	
<b>pH2.1 Demonstrates fine-motor strength, control, and coordination</b>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Uses hand-eye coordination to reach for, touch, and explore properties of objects</li> <li>• Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal, uses whole hands to bang two blocks together)</li> </ul>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>

<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Uses hand-eye coordination to reach for, touch, and explore properties of objects</li> <li>• Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal, uses whole hands to bang two blocks together)</li> </ul>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object.</p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Uses hand-eye coordination to complete tasks (e.g., turning pages and pointing to pictures in books, turning knobs and unscrewing lids), though may lack precision in some actions (e.g., spills water when pouring)</li> <li>• Handles medium-size blocks, puzzle pieces, and manipulatives (e.g., works on three- to four-piece puzzles, puts together large connecting blocks or linking toys, strings large beads)</li> <li>• Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles</li> </ul>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)</li> <li>• Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads)</li> <li>• Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles</li> </ul>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)</li> <li>• Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads)</li> <li>• Manipulates more complex fasteners (e.g., threads belt through</li> </ul>	<p><b>PD 2 Fine Motor: Builds strength and coordination of small movements</b></p> <p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p> <p>PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.</p>



loops on pants, attempts to tie shoes)	
pH2.2 Adjusts grasp and coordinates movements to use tools	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: <ul style="list-style-type: none"> <li>PH2.1 Demonstrates fine motor strength, control, and coordination (see page 39)</li> </ul> </li> </ul>	<b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
<b>9-18m:</b> <ul style="list-style-type: none"> <li>Scoops food with spoon with increasing control *</li> <li>Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)</li> </ul>	<b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.1 Reaches for objects in sight. Uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Scoops food with spoon with increasing control *</li> <li>Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*</li> <li>Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)</li> <li>Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)</li> <li>Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser</li> </ul>	<b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 2.3 Opens, closes, twists and pulls objects with one or both hands.
<b>37-48m:</b> <ul style="list-style-type: none"> <li>Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*</li> <li>Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals</li> </ul>	<b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.

<ul style="list-style-type: none"> <li>• Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)</li> <li>• Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser</li> </ul>	
<b>49-60m:</b> <ul style="list-style-type: none"> <li>• Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*</li> <li>• Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals</li> <li>• Uses correct scissors grip and holds paper with one hand to cut along a straight line and cut out simple shapes and pictures</li> <li>• Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser</li> </ul>	<b>PD 2 Fine Motor: Builds strength and coordination of small movements</b> PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
<b>PH3. HEALTH AND WELL-BEING</b>	
<b>pH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices</b>	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>• Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs</li> </ul>	<b>PD 5 Nutrition: Follows healthy nutrition routines.</b> PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods.
<b>9-18m:</b> <ul style="list-style-type: none"> <li>• Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs</li> <li>• Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods</li> </ul>	<b>PD 5 Nutrition: Follows healthy nutrition routines.</b> PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods.

<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs</li> <li>Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods</li> <li>Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)</li> <li>Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b></p> <p>PD 5.2 Communicates the need to eat and feeds self some finger foods.</p> <p>PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods</li> <li>Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)</li> <li>Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)</li> <li>Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b></p> <p>PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping</li> </ul>	<p><b>PD 5 Nutrition: Follows healthy nutrition routines.</b></p> <p>PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p> <p>PD 5.5 Identifies food groups, sorts food and identifies food that is</p>

<ul style="list-style-type: none"> <li>and measuring, spreading, sprinkling or mashing)</li> <li>Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)</li> <li>Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious</li> </ul>	<p>nutritious.</p>
<p>pH3.2 Shows awareness of safe behavior</p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.1 Reacts to unexpected noises, lights or sights.  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)</li> <li>Stops unsafe behavior when prompted by an adult, though often needs additional support and redirection (e.g., when distracted or caught up in emotion)</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.1 Reacts to unexpected noises, lights or sights.  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Stops unsafe behavior when prompted by an adult, though often needs additional support and redirection (e.g., when distracted or caught up in emotion)</li> <li>Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.2 Responds to possible dangers in environment and avoids them when prompted.  PD 3.3 Follows simple safety rules and avoids danger.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Identifies, avoids, and alerts others to danger and seeks and accepts adults’ help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b>  PD 3.3 Follows simple safety rules and avoids danger.  PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p>

<p>play structure when needs assistance getting down, reminds another child to go down the slide feet first)</p> <ul style="list-style-type: none"> <li>Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)</li> </ul>	
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>Identifies, avoids, and alerts others to danger and seeks and accepts adults' help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)</li> <li>Demonstrates knowledge of and ability to follow safety rules and routines with increased independence (e.g., most of the time remembers to put on a helmet before riding a tricycle; lines up when fire alarm goes off and when class is outside says to a peer, "Now the teacher's going to call names to make sure we're all here.")</li> </ul>	<p><b>PD 3 Safety: Demonstrates safe practices</b></p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
<p>pH3.3 Engages in a variety of developmentally appropriate physical activities</p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Participates in simple physical play with an adult (e.g., flexes legs while lying down as adult gently pushes feet back and forth, plays patty cake)</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Shows interest and enjoyment in physical activity, movement games, and dances*</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Shows interest and enjoyment in physical activity, movement games, and dances*</li> <li>Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p>

<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*</li> <li>• Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)</li> <li>• Shows increasing understanding of the physical benefits of exercise (e.g., “Running is good for my body,” “Mom said helping her carry in groceries made my arm muscles stronger”)</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*</li> <li>• Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)</li> <li>• Shows increasing understanding of the physical benefits of exercise (e.g., “Running is good for my body,” “Mom said helping her carry in groceries made my arm muscles stronger”)</li> </ul>	<p><b>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</b></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>
<p>pH3.4 Takes appropriate actions to meet basic needs*</p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)</li> <li>• Anticipates and cooperates during daily care routines (e.g., opens mouth when food is offered, raises legs when diaper is changed)</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.1 Cries or moves body when physical needs are not met.</p> <p>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b></p> <p>PD 4b.1 Explores body parts, such as hands and feet.</p> <p>PD 4b.2 Points to body parts when prompted.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)</li> <li>• Anticipates and cooperates during daily care routines (e.g.,</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b></p> <p>PD 4a.1 Cries or moves body when physical needs are not met.</p> <p>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.</p>



<p>opens mouth when food is offered, raises legs when diaper is changed)</p> <ul style="list-style-type: none"> <li>Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)</li> </ul>	<p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.1 Explores body parts, such as hands and feet.  PD 4b.2 Points to body parts when prompted.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Shows interest and enjoyment in physical activity, movement games, and dances*</li> <li>Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.  PD 4a.3 With help, participates in self-care routines.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.2 Points to body parts when prompted.  PD 4b.3 Identifies basic body parts.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*</li> <li>Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)</li> <li>Shows increasing understanding of the physical benefits of exercise (e.g., “Running is good for my body,” “Mom said helping her carry in groceries made my arm muscles stronger”)</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  PD 4a.3 With help, participates in self-care routines.  PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.3 Identifies basic body parts.  PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*</li> <li>Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)</li> <li>Shows increasing understanding of the physical benefits of exercise (e.g., “Running is good for my body,” “Mom said helping her carry in groceries made my arm muscles stronger”)</li> </ul>	<p><b>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>  PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.  PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p><b>PD 4b Personal Care: Understands bodily functions</b>  PD 4b.4 Describes the function of basic body parts. Can locate body</p>



	<p>pain.</p> <p>PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p>
<b>Language Development</b>	
<b>LD1. RECEPTIVE LANGUAGE</b>	
<b>LD1.1 Understands and responds to language (in child's home language)*</b>	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>• Responds to noises and voices in the environment (e.g., startles or cries at unexpected sounds; smiles or coos when "parentese*" is used)</li> <li>• Shows excitement at familiar words such as "mommy," "bottle," or "bebé" (baby in Spanish)</li> <li>• Engages in reciprocal face-to-face interactions and responds to adults through gestures, looking in a specific direction, or vocalizations</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b></p> <p>LLD 1a.1 Turns head toward the person speaking.</p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p><b>LLD 1b Listening: Follows directions</b></p> <p>LLD 1b.1 Responds to speaking in environment and imitates actions.</p> <p>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p>
<b>9-18m:</b> <ul style="list-style-type: none"> <li>• Attends to familiar objects or people that have been named and understands the meaning of an increasing number of simple words, especially objects encountered in everyday life</li> <li>• Follows simple one- or two word requests like "Wave bye-bye" with decreasing need for adult gestures</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b></p> <p>LLD 1a.1 Turns head toward the person speaking.</p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p><b>LLD 1b Listening: Follows directions</b></p> <p>LLD 1b.1 Responds to speaking in environment and imitates actions.</p> <p>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p>
<b>19-36m:</b> <ul style="list-style-type: none"> <li>• Attends to familiar objects or people that have been named and understands the meaning of an increasing number of simple words, especially objects encountered in everyday life</li> <li>• Identifies (e.g., points to) people, animals, and objects when prompted (e.g., points to a cow in a book when adult asks "Where's the cow?")</li> <li>• Follows one- or two-step directions that involve familiar experiences or objects (e.g., "Pick up the ball and roll it to me," or "Dame la mano" ["Give me your hand" in Spanish for dual</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b></p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p><b>LLD 1b Listening: Follows directions</b></p> <p>LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p>

language learners])	
<b>37-48m:</b> <ul style="list-style-type: none"> <li>Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts* (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)</li> <li>Responds to increasingly complex “Who,” “What,” “Why,” and “Where” questions</li> <li>Follows one- or two-step directions that involve familiar experiences or objects (e.g., “Pick up the ball and roll it to me,” or “Dame la mano” [“Give me your hand” in Spanish for dual language learners])</li> <li>Follows increasingly more detailed, multi-step directions (e.g., “Please put away your markers, put your picture in your cubby, and join us on the carpet”)</li> </ul>	<b>LLD 1a Listening: Understands and interprets language</b> LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens then responds appropriately.  <b>LLD 1b Listening: Follows directions</b> LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.
<b>49-60m:</b> <ul style="list-style-type: none"> <li>Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts* (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)</li> <li>Responds to increasingly complex “Who,” “What,” “Why,” and “Where” questions</li> <li>Follows increasingly more detailed, multi-step directions (e.g., “Please put away your markers, put your picture in your cubby, and join us on the carpet”)</li> </ul>	<b>LLD 1a Listening: Understands and interprets language</b> LLD 1a.4 Listens then responds appropriately. LLD 1a.5 Listens and understands inferred requests.  <b>LLD 1b Listening: Follows directions</b> LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.
<b>LD2. EXPRESSIVE LANGUAGE</b>	
<b>LD2.1</b> Uses increasingly complex vocabulary, grammar, and sentence structure (in child’s home language)	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Experiments with making sounds (e.g., babbling), often repeating consonant sounds (e.g., da da and ba ba)</li> <li>Uses vocalizations (e.g., cooing) and gestures to communicate needs, interests, and emotions</li> </ul>	<b>LLD 2c Communication: Uses sentence structure</b> LLD 2c.1 Makes single sounds. LLD 2c.2 Communicates using one- to two-word sentences.  <b>LLD 2d Communication: Uses and expands vocabulary</b> LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment.

<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Begins to say a number of simple words (e.g., “nana,” “go,” “hi,” and “leche” [milk in Spanish for dual language learners])</li> <li>• May combine two words to express a want or interest (e.g. says “go side” when wanting to go outside)</li> <li>• Uses a small number of real and made-up words that can be understood by familiar adults who speak the same language</li> </ul>	<p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Begins to use two- and three syllable words and names specific people, animals, and toys</li> <li>• Begins to use plurals, past tense, subject-verb agreement, and the possessive form* although often incorrectly (e.g., “Mommy goed work”)</li> <li>• Increasingly combines simple words into sentence-like structures (e.g., “Me milk please”) and when older, sentences (e.g., “Let’s go to Grammy’s house!” or “Léeme un cuento” [“Read me a story” in Spanish for dual language learners])</li> <li>• Speaks or signs clearly enough most of the time that unfamiliar adults who speak the same language can understand; still mispronounces many words (e.g., says “buhsggetti” for spaghetti)</li> </ul>	<p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.2 Communicates using one- to two-word sentences.  LLD 2c.3 Communicates using two- to four-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.2 Repeats words heard frequently in environment.  LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions</li> <li>• Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses</li> <li>• Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases* in a sentence)</li> <li>• Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words</li> </ul>	<p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.3 Communicates using two- to four-word sentences.  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.  LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions</li> <li>• Tells increasingly detailed stories about other times and places,</li> </ul>	<p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.  LLD 2c.5 Communicates in simple, complete sentences.</p>

<p>with increasing accuracy in use of past and future tenses</p> <ul style="list-style-type: none"> <li>• Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases* in a sentence)</li> <li>• Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words</li> </ul>	<p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.  LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<b>LD3. COMMUNICATION SKILLS</b>	
<b>LD3.1 Communicates using social and conversational rules</b>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Uses eye contact, facial expressions, gestures, and sounds to engage in turn taking “conversations” with adults</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.1 Uses vocalizations and gestures to communicate.  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.1 Responds with babbles or sounds with prompting.  LLD 2b.2 Responds to one exchange, but is not on topic.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Initiates interaction or “conversation” with adults by pointing at objects, speaking or signing a word, sharing a toy, or calling attention to an object or person</li> <li>• Shows joint attention* by shifting gaze to where an adult is looking or gesturing (e.g., looks at an object an adult is pointing to and looking at) and when older, initiates bids for joint attention (e.g., holds up a toy and looks at it, looks at adult for eye contact, then returns gaze to toy)</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.1 Uses vocalizations and gestures to communicate.  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.1 Responds with babbles or sounds with prompting.  LLD 2b.2 Responds to one exchange, but is not on topic.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Engages in brief back-and-forth conversations, often repeating or imitating words, tone, and actions of adults</li> <li>• Begins to use polite forms of communication by saying “please,” “thank you,” and “excuse me” with modeling</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.  LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.2 Responds to one exchange, but is not on topic.  LLD 2b.3 Responds on topic for one exchange.</p>

<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges**), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics</li> <li>With support and reminders, uses social rules of language*** with increasing consistency and ability to apply rules in both familiar and unfamiliar settings</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.  LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.3 Responds on topic for one exchange.  LLD 2b.4 Stays on topic for two to three exchanges.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges**), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics</li> <li>With support and reminders, uses social rules of language*** with increasing consistency and ability to apply rules in both familiar and unfamiliar settings</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.  LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.4 Stays on topic for two to three exchanges.  LLD 2b.5 Engages in conversations through multiple exchanges.</p>
<p><b>LD4. ENGLISH LANGUAGE DEVELOPMENT</b></p>	
<p><b>LD4.1 Demonstrates progress in attending to, understanding, and responding to English</b></p>	
<p><b>Early-Stage English Language Development*:</b></p> <ul style="list-style-type: none"> <li>Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> <li>Pays attention to and observes other children and adults as English is spoken</li> <li>Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.</li> <li>Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)</li> <li>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.1 Turns head toward the person speaking.  LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.</p> <p><b>LLD 1b Listening: Follows directions</b>  LLD 1b.1 Responds to speaking in environment and imitates actions.  LLD 1b.2 With prompts and gestures, follows a one-step direction.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.1 Uses vocalizations and gestures to communicate.  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p>

	<p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.1 Responds with babbles or sounds with prompting.  LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p>
<p><b>Mid-Stage English Language Development:</b></p> <ul style="list-style-type: none"> <li>• Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> <li>• Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</li> <li>• Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)</li> <li>• Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.  LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p><b>LLD 1b Listening: Follows directions</b>  LLD 1b.2 With prompts and gestures, follows a one-step direction.  LLD 1b.3 Follows related two-step directions given verbally.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.  LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.2 Responds to one exchange, but is not on topic.  LLD 2b.3 Responds on topic for one exchange.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.2 Communicates using one- to two-word sentences.  LLD 2c.3 Communicates using two- to four-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.2 Repeats words heard frequently in environment.</p>

	LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.
<p><b>Late-Stage English Language Development:</b></p> <ul style="list-style-type: none"> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> <li>• Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</li> <li>• Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)</li> <li>• Follows directions that involve a one- or two-step sequence, relying less on contextual cues</li> <li>• Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul>	<p><b>LLD 1a Listening: Understands and interprets language</b>  LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.  LLD 1a.4 Listens then responds appropriately.  LLD 1a.5 Listens and understands inferred requests.</p> <p><b>LLD 1b Listening: Follows directions</b>  LLD 1b.3 Follows related two-step directions given verbally.  LLD 1b.4 Follows unrelated two-step directions given verbally.  LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.  LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.  LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.3 Responds on topic for one exchange.  LLD 2b.4 Stays on topic for two to three exchanges.  LLD 2b.5 Engages in conversations through multiple exchanges.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.3 Communicates using two- to four-word sentences.  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.  LLD 2c.5 Communicates in simple, complete sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.  LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.  LLD 2d.5 Includes new and technical words in everyday conversations.</p>



	Asks what unfamiliar words mean.
LD4.2 Demonstrates progress in speaking and expressing self in English	
<b>Early-Stage English Language Development*:</b> <ul style="list-style-type: none"> <li>Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</li> <li>Repeats sounds and words in English</li> <li>Uses age-appropriate vocabulary and grammar in the home language</li> <li>Listens to and converses in age appropriate way in home language</li> <li>Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.1 Uses vocalizations and gestures to communicate.  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.1 Responds with babbles or sounds with prompting.  LLD 2b.2 Responds to one exchange, but is not on topic.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.1 Makes single sounds.  LLD 2c.2 Communicates using one- to two-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.1 Uses sounds and gestures to communicate.  LLD 2d.2 Repeats words heard frequently in environment.</p>
<b>Mid-Stage English Language Development:</b> <ul style="list-style-type: none"> <li>Combines nonverbal with some verbal communication to be understood by others</li> <li>Engages in code switching* during conversations</li> <li>Uses telegraphic speech**</li> <li>Uses formulaic speech (expressions that are learned whole, e.g., “I don’t know”)</li> <li>Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns</li> <li>Converses with others in English using two or three words at a time but switches back and forth between English and their home language</li> <li>Uses some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and applies at times the rules of grammar of the home language to English</li> <li>Uses “what” and “why” questions in English, sometimes with errors</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.  LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.2 Responds to one exchange, but is not on topic.  LLD 2b.3 Responds on topic for one exchange.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.2 Communicates using one- to two-word sentences.  LLD 2c.3 Communicates using two- to four-word sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.2 Repeats words heard frequently in environment.  LLD 2d.3 Identifies familiar people, places and objects. Asks what a</p>

<ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul>	<p>specific person or object is called.</p>
<p><b>Late-Stage English Language Development:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes</li> <li>• Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary</li> <li>• Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction</li> <li>• Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors</li> <li>• Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes</li> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</li> </ul>	<p><b>LLD 2a Communication: Uses language to express information and ask/answer questions</b>  LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.  LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.  LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p> <p><b>LLD 2b Communication: Uses conversational skills</b>  LLD 2b.3 Responds on topic for one exchange.  LLD 2b.4 Stays on topic for two to three exchanges.  LLD 2b.5 Engages in conversations through multiple exchanges.</p> <p><b>LLD 2c Communication: Uses sentence structure</b>  LLD 2c.3 Communicates using two- to four-word sentences.  LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.  LLD 2c.5 Communicates in simple, complete sentences.</p> <p><b>LLD 2d Communication: Uses and expands vocabulary</b>  LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.  LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.  LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p><b>Emergent Literacy</b></p>	
<p><b>EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS</b></p>	
<p><b>EL1.1 Shows interest in literacy experiences</b></p>	

<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song</li> </ul>	<b>LLD 6a Reading Comprehension: Responds to text</b> LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page.
<b>9-18m:</b> <ul style="list-style-type: none"> <li>Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song</li> </ul>	<b>LLD 6a Reading Comprehension: Responds to text</b> LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page.
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play</li> </ul>	<b>LLD 6a Reading Comprehension: Responds to text</b> LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories.
<b>37-48m:</b> <ul style="list-style-type: none"> <li>Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play</li> <li>Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)</li> </ul>	<b>LLD 6a Reading Comprehension: Responds to text</b> LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
<b>49-60m:</b> <ul style="list-style-type: none"> <li>Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play</li> <li>Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)</li> </ul>	<b>LLD 6a Reading Comprehension: Responds to text</b> LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
EL1.2 Engages in read-alouds and conversations about books and stories	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Attends to caregiver's voice when being held and read to</li> </ul>	<b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b> LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers "where" questions by pointing to pictures and repeating words from familiar stories.

<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments</li> </ul>	<p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>  LLD 6b.1 Looks at and listens to books read aloud by an adult.  LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments</li> <li>Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences</li> <li>Pretends to read, describing what is happening and using some language from the book with pictures as cues.</li> <li>Retells stories (e.g. favorite book, personal experience) with increasing used of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships</li> </ul>	<p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>  LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.  LLD 6b.3 Identifies the characters and setting in a story.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences</li> <li>Pretends to read, describing what is happening and using some language from the book with pictures as cues.</li> <li>Retells stories (e.g. favorite book, personal experience) with increasing used of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships</li> <li>Demonstrates knowledge from information texts* in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, “We learned in that other book that owls stay awake at night and sleep during the day.”)</li> </ul>	<p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>  LLD 6b.3 Identifies the characters and setting in a story.  LLD 6b.4 Retells portions of a story using pictures, gestures or props.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>With modeling and support, discusses predictions, cause-and-effect relationships, story-related problems and resolutions, and connections to other books and own</li> </ul>	<p><b>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</b>  LLD 6b.4 Retells portions of a story using pictures, gestures or props.  LLD 6b.5 With prompting, answers simple questions about the</p>

<p>experiences</p> <ul style="list-style-type: none"> <li>• Pretends to read, describing what is happening and using some language from the book with pictures as cues.</li> <li>• Retells stories (e.g. favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships</li> <li>• Demonstrates knowledge from information texts* in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, “We learned in that other book that owls stay awake at night and sleep during the day.”)</li> </ul>	<p>characters, setting and events in a story and retells a story.</p>
<b>EL2. PHONOLOGICAL AWARENESS</b>	
<b>EL2.1 Notices and manipulates the sounds of language</b>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker</li> <li>• Experiments with the sounds of language</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.1 Listens to and moves to rhyming songs.  LLD 3a.2 Repeats the last word in familiar rhymes when prompted.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.  LLD 3b.2 Repeats words or short sentences.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”  LLD 3c.2 Imitates or repeats sounds and tones.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker</li> <li>• Experiments with the sounds of language</li> <li>• Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.1 Listens to and moves to rhyming songs.  LLD 3a.2 Repeats the last word in familiar rhymes when prompted.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.  LLD 3b.2 Repeats words or short sentences.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”  LLD 3c.2 Imitates or repeats sounds and tones.</p>

<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)</li> <li>• Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.2 Repeats the last word in familiar rhymes when prompted.  LLD 3a.3 Suggests a missing rhyming word within a poem or song.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.2 Repeats words or short sentences.  LLD 3b.3 Shows awareness of separate words in spoken language.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.2 Imitates or repeats sounds and tones.  LLD 3c.3 Engages in word and sound play through songs and games.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)</li> <li>• Shows awareness that some words begin with the same sound (e.g., “Sam and Selena start with the same sound!”)</li> <li>• Shows awareness of separate words in sentences</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.3 Suggests a missing rhyming word within a poem or song.  LLD 3a.4 Identifies when two words rhyme.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.3 Shows awareness of separate words in spoken language.  LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.3 Engages in word and sound play through songs and games.  LLD 3c.4 Identifies and produces words that have the same beginning sound.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Decides whether two words rhyme</li> <li>• Shows awareness that some words begin with the same sound (e.g., “Sam and Selena start with the same sound!”)</li> <li>• Shows awareness of separate words in sentences</li> <li>• Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language)* with decreasing need for modeling or visual supports</li> </ul>	<p><b>LLD 3a Phonological Awareness: Rhyme</b>  LLD 3a.4 Identifies when two words rhyme.  LLD 3a.5 Produces rhyming words when given a word.</p> <p><b>LLD 3b Phonological Awareness: Hears large units of sound</b>  LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime.  LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p><b>LLD 3c Phonological Awareness: Hears small units of sound</b>  LLD 3c.4 Identifies and produces words that have the same beginning sound.  LLD 3c.5 Identifies the end sound of a word and blends two-phoneme</p>

	words.
<b>EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS</b>	
<b>EL3.1 Responds to features of books and print</b>	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Explores books with all senses (e.g., sight, touch, even taste)</li> </ul>	<b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.
<b>9-18m:</b> <ul style="list-style-type: none"> <li>Explores books with all senses (e.g., sight, touch, even taste)</li> </ul>	<b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book.
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Shows beginning book handling skills (e.g., holds books right-side-up, turns pages one at a time from front-to-back) with adult support</li> </ul>	<b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
<b>37-48m:</b> <ul style="list-style-type: none"> <li>Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills</li> <li>Knows some features of a book (e.g., title, author, illustrator)</li> <li>Shows understanding that print carries a message and can represent spoken language</li> <li>Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)</li> </ul>	<b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.
<b>49-60m:</b> <ul style="list-style-type: none"> <li>Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills</li> <li>Knows some features of a book (e.g., title, author, illustrator)</li> <li>Shows understanding that print carries a message and can</li> </ul>	<b>LLD 5 Concepts of Print: Uses print concepts and explores books and other text</b> LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.



<p>represent spoken language</p> <ul style="list-style-type: none"> <li>Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)</li> </ul>	
EL3.2 Shows knowledge of the shapes, names, and sounds of letters	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: <ul style="list-style-type: none"> <li>EL1.1 Shows interest in literacy experiences (see page 54)</li> <li>EL2.1 Notices and manipulates the sounds of language (see page 56)</li> <li>EL3.1 Responds to features of books and print (see page 57)</li> </ul> </li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.1 Explores books and toys with letters and related images.</p> <p>LLD 4.2 Participates in letter songs and activities.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: <ul style="list-style-type: none"> <li>EL1.1 Shows interest in literacy experiences (see page 54)</li> <li>EL2.1 Notices and manipulates the sounds of language (see page 56)</li> <li>EL3.1 Responds to features of books and print (see page 57)</li> </ul> </li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.1 Explores books and toys with letters and related images.</p> <p>LLD 4.2 Participates in letter songs and activities.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.</li> <li>Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.2 Participates in letter songs and activities.</p> <p>LLD 4.3 Recognizes the first letter and letter sound in their name.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.</li> <li>Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)</li> </ul>	<p><b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b></p> <p>LLD 4.3 Recognizes the first letter and letter sound in their name.</p> <p>LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.</p>

<ul style="list-style-type: none"> <li>Recognizes and names an increasing number of letters correctly, especially those in own name</li> <li>Produces the correct sounds for an increasing number of letters</li> </ul>	
<b>49-60m:</b> <ul style="list-style-type: none"> <li>Recognizes and names an increasing number of letters correctly, especially those in own name</li> <li>Produces the correct sounds for an increasing number of letters</li> <li>Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks “How do you spell fish?”)</li> </ul>	<b>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words</b> LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.
EL3.3 Demonstrates emergent writing skills	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through:               <ul style="list-style-type: none"> <li>EL1.1 Shows interest in literacy experiences (see page 54)</li> <li>EL2.1 Notices and manipulates the sounds of language (see page 56)</li> <li>EL3.1 Responds to features of books and print (see page 57)</li> <li>PH2.1 Demonstrates fine motor strength, control, and coordination (see page 39)</li> </ul> </li> </ul>	<b>LLD 7a Writing: Emergent writing</b> LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools.  <b>LLD 7b Writing: Uses writing to represent meaning</b> LLD 7b.1 Explores various tools used to write. LLD 7b.2 Makes handprints or fingerprints with adults.
<b>9-18m:</b> <ul style="list-style-type: none"> <li>Explores writing tools and movements, making scribble marks with increasing control</li> </ul>	<b>LLD 7a Writing: Emergent writing</b> LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools.  <b>LLD 7b Writing: Uses writing to represent meaning</b> LLD 7b.1 Explores various tools used to write. LLD 7b.2 Makes handprints or fingerprints with adults.
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Explores writing tools and movements, making scribble marks with increasing control</li> <li>Shows increasing understanding that writing carries a message</li> </ul>	<b>LLD 7a Writing: Emergent writing</b> LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.

and uses scribbles, letter-like shapes, or letters to represent words or ideas	<b>LLD 7b Writing: Uses writing to represent meaning</b> LLD 7b.2 Makes handprints or fingerprints with adults. LLD 7b.3 Scibbles and draws marks as a representation of an object or person.
<b>37-48m:</b> <ul style="list-style-type: none"> <li>Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas</li> <li>Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces</li> <li>Writes an increasing number of letters correctly, especially those in own name</li> </ul>	<b>LLD 7a Writing: Emergent writing</b> LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.  <b>LLD 7b Writing: Uses writing to represent meaning</b> LLD 7b.3 Scibbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.
<b>49-60m:</b> <ul style="list-style-type: none"> <li>Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas</li> <li>Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces</li> <li>Writes an increasing number of letters correctly, especially those in own name</li> <li>Writes first name with or without mistakes*</li> <li>Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk)*</li> </ul>	<b>LLD 7a Writing: Emergent writing</b> LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.  <b>LLD 7b Writing: Uses writing to represent meaning</b> LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
<b>Mathematical Thinking</b>	
MT1. NUMBER CONCEPTS AND OPERATIONS	
MT1.1 Demonstrates number sense and an understanding of quantity	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)</li> </ul>	<b>M 1a Number Sense: Verbally counts numbers</b> M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order.  <b>M 1b Number Sense: Identifies and writes numerals</b>

	<p>M 1b.1 Sees number in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b> M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Knows some number names (e.g., joins in counting songs, says or gestures “two” when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says “one, two, three, five”)</li> <li>Places objects in one-to-one correspondence; later in this age period, begins to use the words more,” “less,” or “the same</li> <li>Shows early one-to-one correspondence* when supported by context (e.g., places one plastic egg in each indentation in a muffin tin)</li> </ul>	<p><b>M 1a Number Sense: Verbally counts numbers</b> M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b> M 1b.1 Sees number in everyday context. M 1b.2 Begins to identify numbers. Identifies the numeral 1.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b> M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Knows some number names (e.g., joins in counting songs, says or gestures “two” when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says “one, two, three, five”)</li> <li>Visually determines (without counting) which group of objects has more or less for groups of five or fewer objects (e.g., chooses a group that has more of a preferred item; indicates which group of crackers has more when prompted)</li> <li>Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)</li> <li>Instantly recognizes without counting (subitizes) the number of objects in sets of one to three objects</li> </ul>	<p><b>M 1a Number Sense: Verbally counts numbers</b> <b>M 1a.2 Says or sings random numbers, may be out of order.</b> M 1a.3 Verbally counts to five.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b> M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b> M 1d.2 Recognizes amounts up to two without counting. M 1d.3 Recognizes amounts up to three without counting.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond</li> </ul>	<p><b>M 1a Number Sense: Verbally counts numbers</b> M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten.</p>

<p>by the end of this age range</p> <ul style="list-style-type: none"> <li>• Identifies place in a series using terms like first, second, last, etc. (ordinality)</li> <li>• Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)</li> <li>• Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)</li> <li>• Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)</li> <li>• Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral “3” in a game)</li> <li>• Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”)</li> <li>• Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)</li> </ul>	<p><b>M 1b Number Sense: Identifies and writes numerals</b>  M 1b.3 Identifies numerals up to five.  M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.3 Recognizes amounts up to three without counting.  M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range</li> <li>• Names what number comes after another number with decreasing need to count up from one (e.g., When asked “What comes after four?” immediately says “Five” instead of “One, two, three, four, five...five!”)</li> <li>• Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)</li> <li>• Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how</li> </ul>	<p><b>M 1a Number Sense: Verbally counts numbers</b>  M 1a.4 Verbally counts to ten.  M 1a.5 Verbally counts to twenty.</p> <p><b>M 1b Number Sense: Identifies and writes numerals</b>  M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.  M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.</p> <p><b>M 1d Number Sense: Number quantities and comparison</b>  M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.</p>

<p>many objects are in a group (cardinality)</p> <ul style="list-style-type: none"> <li>Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)</li> <li>Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral “3” in a game)</li> <li>Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”)</li> <li>Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)</li> </ul>	<p>M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.</p>
<p><b>MT1. NUMBER CONCEPTS AND OPERATIONS</b></p>	
<p><b>MT1.2</b> Explores combining and separating groups (numerical operations)</p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: <ul style="list-style-type: none"> <li>MT1.1 Demonstrates number sense and an understanding of quantity (see page 63)</li> </ul> </li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.1 Points to objects.  M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1]</p> <p><b>M 1e Number Sense: Addition and subtraction</b>  M 1e.1 Watches an adult add or take away toys.  M 1e.2 Adds to and removes objects from a group as prompted.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Shows increasing understanding of changes in quantity by using and responding to phrases like “more,” “less,” and “all gone” and later in this age range “one fewer” and “one more” (e.g., when prompted, child hands peer one more block)</li> <li>With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of</li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.1 Points to objects.  M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1]</p> <p><b>M 1e Number Sense: Addition and subtraction</b>  M 1e.1 Watches an adult add or take away toys.</p>

<p>objects smaller than three with adult support (e.g., “subtracts” from a group of three toys by offering one to an adult, then pointing to the remaining toys and communicating “Two”)</p>	<p>M 1e.2 Adds to and removes objects from a group as prompted.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Shows increasing understanding of changes in quantity by using and responding to phrases like “more,” “less,” and “all gone” and later in this age range “one fewer” and “one more” (e.g., when prompted, child hands peer one more block)</li> <li>With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of objects smaller than three with adult support (e.g., “subtracts” from a group of three toys by offering one to an adult, then pointing to the remaining toys and communicating “Two”)</li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b></p> <p>M 1c.2 Uses one-to-one correspondence to match objects or pictures. [1]</p> <p>M 1c.3 Points to one object at a time while counting up to five.</p> <p><b>M 1e Number Sense: Addition and subtraction</b></p> <p>M 1e.2 Adds to and removes objects from a group as prompted.</p> <p>M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, “I wanted more green blocks so my friend gave me three of his”) and can describe parts of a group (e.g., Says, “I have four cubes. Two are red, and two are blue”)</li> <li>Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers)</li> <li>Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, “one, two, three, four...four bears!”)</li> <li>Explores early division concepts by dividing objects into “fair-share” groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)</li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b></p> <p><b>M 1c.3 Points to one object at a time while counting up to five.</b></p> <p>M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.</p> <p><b>M 1e Number Sense: Addition and subtraction</b></p> <p>M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.</p> <p>M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.</p>



<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, “I wanted more green blocks so my friend gave me three of his”) and can describe parts of a group (e.g., Says, “I have four cubes. Two are red, and two are blue”)</li> <li>Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers)</li> <li>Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, “one, two, three, four...four bears!”)</li> <li>Explores early division concepts by dividing objects into “fair-share” groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)</li> </ul>	<p><b>M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers</b>  M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.  M 1c.5 Counts up to twenty objects and indicates that the last number counted tells how many objects were counted.</p> <p><b>M 1e Number Sense: Addition and subtraction</b>  M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five.  M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.</p>
<p><b>MT2. ALGEBRAIC THINKING</b></p>	
<p><b>MT2.1 Uses classification and patterning skills</b></p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Explores the characteristics of objects through various means (e.g., banging, mouthing, dropping) and shows different responses to familiar and unfamiliar people and situations</li> <li>Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peek-a-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)</li> </ul>	<p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.  M 5.2 Notices things that repeat in the environment.</p> <p><b>M 6 Classification: Sorts and graphs</b>  M 6.1 Notices when two objects are similar in some way.  M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Explores the characteristics of objects through various means</li> </ul>	<p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.1 Plays predictable activities with caregivers, such as pat-a-cake</p>

<p>(e.g., banging, mouthing, dropping) and shows different responses to familiar and unfamiliar people and situations</p> <ul style="list-style-type: none"> <li>• Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting</li> <li>• Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peek-a-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)</li> <li>• Repeats certain action sequences intuitively (e.g., fills up and dumps out container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range, shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, “Black, white, black, white.”)</li> </ul>	<p>and peekaboo. M 5.2 Notices things that repeat in the environment.</p> <p><b>M 6 Classification: Sorts and graphs</b> M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting</li> <li>• Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)</li> <li>• Repeats certain action sequences intuitively (e.g., fills up and dumps out container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range, shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, “Black, white, black, white.”)</li> </ul>	<p><b>M 5 Patterns: Copies, creates and extends patterns</b> M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern.</p> <p><b>M 6 Classification: Sorts and graphs</b> M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. [2]</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)</li> <li>• Recognizes, extends, and replicates simple repeating patterns* (e.g., triangle, square, triangle, square or repeated music verses)</li> </ul>	<p><b>M 5 Patterns: Copies, creates and extends patterns</b> M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns.</p> <p><b>M 6 Classification: Sorts and graphs</b> M 6.3 Sorts objects by one feature. [2] M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]</p>

<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color)</li> <li>• Recognizes, extends, and replicates simple repeating patterns* (e.g., triangle, square, triangle, square or repeated music verses)</li> <li>• Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, ____, green)</li> </ul>	<p><b>M 5 Patterns: Copies, creates and extends patterns</b>  M 5.4 Copies, creates and extends AB patterns.  M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.</p> <p><b>M 6 Classification: Sorts and graphs</b>  M 6.4 After sorting objects by one feature, sorts again by a different feature. [3]  M 6.5 Sorts objects by more than one feature and explains why.</p>
<p><b>MT3. MEASUREMENT AND COMPARISON</b></p>	
<p><b>MT3.1 Participates in exploratory measurement activities and compares objects</b></p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.  M 4a.2 Explores size and weight of objects in relation to self.</p> <p><b>M 4b Measurement: Compares and orders</b>  M 4b.1 Picks up and puts down objects.  M 4b.2 Places objects in a row in any order.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating "I'm tall")</li> <li>• Uses descriptive words or signs of increasing complexity including "big," "little," "hot," "cold," and makes simple comparisons (e.g., indicates which ball is bigger, correctly compares collections that are quite different in size)</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object.  M 4a.2 Explores size and weight of objects in relation to self.</p> <p><b>M 4b Measurement: Compares and orders</b>  M 4b.1 Picks up and puts down objects.  M 4b.2 Places objects in a row in any order.</p>

<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating “I’m tall”)</li> <li>Uses descriptive words or signs of increasing complexity including “big,” “little,” “hot,” “cold,” and makes simple comparisons (e.g., indicates which ball is bigger, correctly compares collections that are quite different in size)</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  M 4a.2 Explores size and weight of objects in relation to self.  M 4a.3 Determines which object is bigger when given two to three objects.</p> <p><b>M 4b Measurement: Compares and orders</b>  M 4b.2 Places objects in a row in any order.  M 4b.3 Compares and orders two to three objects. Identifies the first object.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity</li> <li>Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)</li> <li>Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)</li> <li>Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare</li> <li>Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  M 4a.3 Determines which object is bigger when given two to three objects.  M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p><b>M 4b Measurement: Compares and orders</b>  M 4b.3 Compares and orders two to three objects. Identifies the first object.  M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity</li> <li>Directly compares objects to see which is longer and later in this</li> </ul>	<p><b>M 4a Measurement: Measures and estimates</b>  M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.  M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.</p>

<p>age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)</p> <ul style="list-style-type: none"> <li>• Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)</li> <li>• Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare</li> <li>• Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)</li> </ul>	<p><b>M 4b Measurement: Compares and orders</b>  M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.  M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.</p>
<p>MT4. GEOMETRY AND SPATIAL SENSE</p>	
<p>MT4.1 Explores and describes shapes and spatial relationships*</p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)</li> <li>• Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  M 2a.1 Tries to put one object inside another.  M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p><b>M 2b Spatial Awareness: Determines object location</b>  M 2b.1 Participates as caregiver raises arms or legs and says up/down.  M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b>  M 3.1 Manipulates objects that are a variety of shapes.  M 3.2 Matches two identical shapes.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation, e.g., s and s )</li> <li>• Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)</li> <li>• Responds to and uses basic spatial directions (e.g., “reach up,”</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  M 2a.1 Tries to put one object inside another.  M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.</p> <p><b>M 2b Spatial Awareness: Determines object location</b>  M 2b.1 Participates as caregiver raises arms or legs and says up/down.  M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b></p>

<p>“slide down”) and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures</p>	<p>M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation, e.g., s and s )</li> <li>Responds to and uses basic spatial directions (e.g., “reach up,” “slide down”) and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p><b>M 2b Spatial Awareness: Determines object location</b> M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b> M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)</li> <li>Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., “move forward,” “put it behind the green car”); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, “If you turn the puzzle piece it will fit”)</li> <li>Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part</li> <li>Combines, rotates, flips, and separates shapes to create designs (e.g., using parquetry blocks) and to make other shapes</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b> M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.</p> <p><b>M 2b Spatial Awareness: Determines object location</b> M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b> M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes.</p>



<p>(e.g., combines two wood triangle-shaped unit blocks to make a square [ + ]) and later in this age range shows increasing ability to predict which shapes might be used to create other shapes</p>	
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)</li> <li>• Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., “move forward,” “put it behind the green car”); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, “If you turn the puzzle piece it will fit”)</li> <li>• Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part</li> <li>• Combines, rotates, flips, and separates shapes to create designs (e.g., using parquetry blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square [ + ]) and later in this age range shows increasing ability to predict which shapes might be used to create other shapes</li> </ul>	<p><b>M 2a Spatial Awareness: Understands how objects move in space.</b>  M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.  M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.</p> <p><b>M 2b Spatial Awareness: Determines object location</b>  M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.  M 2b.5 Explains the location of an object in relation to another object.</p> <p><b>M 3 Shapes: Identifies shapes and their characteristics</b>  M 3.4 Identifies four to six two-dimensional shapes.  M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.</p>
<p><b>Science and Technology</b></p>	
<p><b>ST1. SCIENTIFIC PRACTICES</b></p>	
<p>ST1.1 Engages in the scientific process to collect, analyze, and communicate information</p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)</li> <li>• Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe</li> </ul>	<p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.1 Uses senses to explore environment.  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>



<p>the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)</p>	
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)</li> <li>• Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)</li> </ul>	<p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.1 Uses senses to explore environment.  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Asks questions, makes observations, and predictions about the world around them with adult support (e.g., “Where snow go?”; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)</li> <li>• Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn’t fall down)</li> </ul>	<p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.  SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Asks questions, makes observations, and predictions about the world around them with adult support (e.g., “Where snow go?”; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)</li> <li>• Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn’t fall down)</li> <li>• Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a “bridge” out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, “Do plants need water to grow?”)</li> </ul>	<p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b>  SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.  SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p>

<ul style="list-style-type: none"> <li>With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)</li> </ul>	
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>Asks questions about the world (e.g., “What do plants need to grow?”) and seeks answers from various sources (e.g., asks teacher to help find information about spiders in a book)</li> <li>Makes increasingly complex observations about objects and events (e.g., notices that outdoor area smells different after rain)</li> <li>Makes predictions about what might happen based on past experience (e.g., “I think that adding yellow paint to blue paint will make green”, “I think the ping pong ball will float”)</li> <li>Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a “bridge” out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, “Do plants need water to grow?”)</li> <li>With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)</li> </ul>	<p><b>SCI 1b Investigation &amp; Inquiry: Observes, describes and records</b></p> <p>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.</p> <p>SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
<p><b>ST2. KNOWLEDGE OF SCIENCE CONCEPTS</b></p>	
<p><b>ST2.1 Demonstrates knowledge of core science ideas and concepts</b></p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range learns ear closer to window when adult says, “Listen! Can you hear that outside?”)</li> <li>Explores characteristics of different animals, materials, and objects (e.g., explores different textures in touch-and-feel books, touches mouth of caregiver who is singing to see where sound is coming from)</li> <li>Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></p> <p>SCI 1a.1 Looks for a person or toy that has moved out of sight.</p> <p>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p>

<p>points to a piece of furniture that has been moved)</p>	
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range learns ear closer to window when adult says, “Listen! Can you hear that outside?”)</li> <li>• Explores characteristics of different animals, materials, and objects (e.g., explores different textures in touch-and-feel books, touches mouth of caregiver who is singing to see where sound is coming from)</li> <li>• Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range points to a piece of furniture that has been moved)</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.1 Looks for a person or toy that has moved out of sight.  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions</li> <li>• Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses, describes attributes of materials related to their function by using words like strong, squishy, round, soft, communicates, “Windows are clear so we can see through them”)</li> <li>• Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow and wind; notices clouds changing shape and moving across the sky)</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions</li> <li>• With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., Talks about roles of members of their family; asks about gears and parts of a wind-up toy and how to make it work)</li> <li>• Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b>  SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.  SCI 1a.4 When given a question, guesses a possible answer or outcome.</p>

<p>their uses, describes attributes of materials related to their function by using words like strong, squishy, round, soft, communicates, “Windows are clear so we can see through them”)</p> <ul style="list-style-type: none"> <li>• Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow and wind; notices clouds changing shape and moving across the sky)</li> <li>• Observes and describes environmental changes over time with increasing sophistication (e.g., ; comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, “The sun made the slide hot!”; notices the shape of the moon changing over time)</li> <li>• Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plan and demonstrating with body how a seed grows into a seedling then a tree)</li> </ul>	
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., Talks about roles of members of their family; asks about gears and parts of a wind-up toy and how to make it work)</li> <li>• Makes observations and generalizations about structure and function (e.g., generalizes that objects that are round will roll; talks about why plants need stems; describes why birds ca fly and people can’t)</li> <li>• Observes and describes environmental changes over time with increasing sophistication (e.g., ; comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, “The sun made the slide hot!”; notices the shape of the moon changing over time)</li> <li>• Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plan and demonstrating with body how a seed grows into a seedling then a tree)</li> </ul>	<p><b>SCI 1a Investigation &amp; Inquiry: Asks questions and makes predictions.</b></p> <p>SCI 1a.4 When given a question, guesses a possible answer or outcome.</p> <p>SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p>

ST3. KNOWLEDGE OF SCIENCE CONTENT	
ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>• Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)</li> <li>• Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)</li> <li>• Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.1 Explores immediate environment using senses.  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b>  SCI 2b.1 Reacts to weather changes in immediate environment.  SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p>
<b>9-18m:</b> <ul style="list-style-type: none"> <li>• Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)</li> <li>• Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)</li> <li>• Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)</li> <li>• Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.1 Explores immediate environment using senses.  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b>  SCI 2b.1 Reacts to weather changes in immediate environment.  SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p>
<b>19-36m:</b> <ul style="list-style-type: none"> <li>• Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b>  SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.  SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p>

<ul style="list-style-type: none"> <li>Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)</li> <li>Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)</li> <li>Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)</li> </ul>	<p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b></p> <p>SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.</p> <p>SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)</li> <li>Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)</li> <li>With adult support describes characteristics that define living things (e.g., breathes, moves, grows)</li> <li>Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)</li> <li>Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a group of ants moving on the playground and comments, "They're moving around like they're scared"; draws different kinds of leaves in the science center and communicates "This one has round edges, this one has pointy edges.")</li> <li>Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, "Animals might get sick if they eat this")</li> <li>Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth's environment</b></p> <p>SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>With increasing independence, asks and answers questions</li> </ul>	<p><b>SCI 2a Natural &amp; Earth Science: Understanding living and nonliving things.</b></p>

<p>about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)</p> <ul style="list-style-type: none"> <li>• Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)</li> <li>• With adult support describes characteristics that define living things (e.g., breathes, moves, grows)</li> <li>• Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)</li> <li>• Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a group of ants moving on the playground and comments, “They’re moving around like they’re scared”; draws different kinds of leaves in the science center and communicates “This one has round edges, this one has pointy edges.”)</li> <li>• Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, “Animals might get sick if they eat this”)</li> <li>• Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)</li> </ul>	<p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p><b>SCI 2b Natural &amp; Earth Science: Demonstrates knowledge of Earth’s environment</b></p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>ST3.2 Uses tools and engineering practices to explore and solve problems</p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Uses body parts as tools to obtain a result (e.g., reaches out and grasps a rattle)</li> </ul>	<p><b>SCI 3a Physical Science: Explores forces and motion</b></p> <p>SCI 3a.1 Kicks feet or shakes arms to make other objects move.</p> <p>SCI 3a.2 Uses body to push or pull toys.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b></p> <p>SCI 3b.1 Uses senses to explore objects in an immediate environment.</p> <p>SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p>



<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Uses own body, other people, or objects to make something happen (e.g., pulls an adult's hand and guides it to push a button on a toy; later in this age range uses an object to reach something under a chair)</li> </ul>	<p><b>SCI 3a Physical Science: Explores forces and motion</b>  SCI 3a.1 Kicks feet or shakes arms to make other objects move.  SCI 3a.2 Uses body to push or pull toys.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b>  SCI 3b.1 Uses senses to explore objects in an immediate environment.  SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Uses own body, other people, or objects to make something happen (e.g., pulls an adult's hand and guides it to push a button on a toy; later in this age range uses an object to reach something under a chair)</li> <li>• Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)</li> <li>• Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)</li> </ul>	<p><b>SCI 3a Physical Science: Explores forces and motion</b>  SCI 3a.2 Uses body to push or pull toys.  SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b>  SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.  SCI 3b.3 Begins to name colors.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)</li> <li>• Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems</li> <li>• Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)</li> <li>• Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)</li> <li>• Shows increased understanding of relationships between</li> </ul>	<p><b>SCI 3a Physical Science: Explores forces and motion</b>  SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.  SCI 3a.4 Explains how vehicles, animals and people move.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b>  SCI 3b.3 Begins to name colors.  SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.</p>

<p>variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)</p>	
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)</li> <li>• Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems</li> <li>• Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)</li> <li>• Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)</li> <li>• With adult support, generates multiple solutions to problems, tests solutions and revises them, (e.g., builds block tower that falls with a foundation of small blocks; uses bigger blocks the next time) and develops increasingly detailed explanations of their ideas and reasons for outcomes</li> </ul>	<p><b>SCI 3a Physical Science: Explores forces and motion</b>  SCI 3a.4 Explains how vehicles, animals and people move.  SCI 3a.5 Experiments with and explains invisible forces, such as ramps and magnets.</p> <p><b>SCI 3b Physical Science: Explores the physical properties of materials</b>  SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.  SCI 3b.5 Manipulates matter and observes any physical changes that may occur.</p>
<p>ST3.3 Engages in developmentally appropriate interactions with technology* and media that support creativity, exploration, and play</p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: <ul style="list-style-type: none"> <li>◦ CD1.1 Shows curiosity and a willingness to try new things (see page 26)</li> </ul> </li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b>  SCI 4.1 Explores simple toys.  SCI 4.2 Begins to use simple toys purposefully.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b>  SCI 4.1 Explores simple toys.  SCI 4.2 Begins to use simple toys purposefully.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Incorporates technology tools into their pretend play (e.g.,</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b>  SCI 4.2 Begins to use simple toys purposefully.</p>

<p>pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)</p> <ul style="list-style-type: none"> <li>• Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets</li> </ul>	<p>SCI 4.3 Explores movable parts on toys.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)</li> <li>• Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)**</li> <li>• Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)</li> <li>• Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)</li> <li>• Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.3 Explores movable parts on toys.</p> <p>SCI 4.4 Explores simple tools or interacts with simple types of technology.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)</li> <li>• Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)**</li> <li>• Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)</li> <li>• Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g.,</li> </ul>	<p><b>SCI 4 Technology: Uses tools and technology to perform tasks</b></p> <p>SCI 4.4 Explores simple tools or interacts with simple types of technology.</p> <p>SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>

<p>suggests sending a get-well message to a friend who is sick)</p> <ul style="list-style-type: none"> <li>Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)</li> </ul>	
<b>Social Studies</b>	
<b>SS1. FAMILY, COMMUNITY, AND CULTURE</b>	
<b>SS1.1 Demonstrates positive connection to family and community</b>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through:</li> <li>SE1.1 Forms trusting relationships with nurturing adults (see page 18)</li> <li>SE1.2 Interacts with peers (see page 19)</li> <li>SE3.1 Shows awareness of self as unique individual (see page 22)</li> <li>CD 3.2 Engages in symbolic and abstract thinking (see page 33)</li> </ul>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.1 Responds to and recognizes primary caregivers.  SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.1 Listens to stories or music related to cultures and traditions.  SS 1b.2 Participates in activities related to cultures or traditions.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b>  SS1c.1 Sees diverse features of people in books, toys and media.  SS 1c.2 Explores people and their features, either in person or in pictures.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through:</li> <li>SE1.1 Forms trusting relationships with nurturing adults (see page 18)</li> <li>SE1.2 Interacts with peers (see page 19)</li> <li>SE3.1 Shows awareness of self as unique individual (see page 22)</li> <li>CD 3.2 Engages in symbolic and abstract thinking (see page 33)</li> </ul>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.1 Responds to and recognizes primary caregivers.  SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.1 Listens to stories or music related to cultures and traditions.  SS 1b.2 Participates in activities related to cultures or traditions.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b>  SS1c.1 Sees diverse features of people in books, toys and media.</p>

	SS 1c.2 Explores people and their features, either in person or in pictures.
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Begins to identify as a member of a classroom or group (e.g., “I’m a Ladybug [class name]”) and follows simple rules with adult support</li> <li>Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says “Everyone in my family has brown hair”)</li> <li>Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)</li> </ul>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.  SS 1a.3 Identifies familiar people and pets.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.2 Participates in activities related to cultures or traditions.  SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b>  SS 1c.2 Explores people and their features, either in person or in pictures.  SS 1c.3 Identifies similarities and differences between self and others.</p>
<b>37-48m:</b> <ul style="list-style-type: none"> <li>Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)</li> <li>Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says “Everyone in my family has brown hair”)</li> <li>Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., “Gato means cat in Spanish. We speak Spanish at home!”])</li> <li>Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)</li> <li>Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks,</li> </ul>	<p><b>SS 1a Culture &amp; Community: Identifies community and family roles.</b>  SS 1a.3 Identifies familiar people and pets.  SS 1a.4 Describes family members and their relationship to self.  Identifies and role-plays familiar community helpers.</p> <p><b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b>  SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.  SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p><b>SS 1c Culture &amp; Community: Respect diversity</b>  SS 1c.3 Identifies similarities and differences between self and others.  SS 1c.4 Respectfully participates in activities with others different than self.</p>

and veterinarians; talks about what they would like to be when they grow up)	
<b>49-60m:</b> <ul style="list-style-type: none"> <li>Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)</li> <li>Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., “Gato means cat in Spanish. We speak Spanish at home!”])</li> <li>Shows knowledge of family, cultural and political history (e.g., talks about where family came from, where cultural traditions came from, knows who president is)</li> <li>Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)</li> <li>Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)</li> </ul>	<b>SS 1a Culture &amp; Community: Identifies community and family roles.</b> SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.  <b>SS 1b Culture &amp; Community: Explores and respects cultures and traditions</b> SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.  <b>SS 1c Culture &amp; Community: Respect diversity</b> SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
<b>SS2. HISTORY AND GEOGRAPHY</b>	
<b>SS2.1 Shows awareness of sequence and change over time</b>	
<b>Birth-8m:</b> <ul style="list-style-type: none"> <li>Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver’s instruction)</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Indicates the beginning or ending of an event.
<b>9-18m:</b> <ul style="list-style-type: none"> <li>Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver’s instruction)</li> </ul>	<b>SS 4 History &amp; Sense of Time: Develops sense of time</b> SS 4.1 Focuses on interactions with others for a short time. SS 4.2 Indicates the beginning or ending of an event.



<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver's instruction)</li> <li>Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., "now/later," "day/night", "last time/next time")</li> </ul>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  SS 4.2 Indicates the beginning or ending of an event.  SS 4.3 Describes events as they happen. Uses words such as "first" and "then."</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates "After lunch, we get to read books") and communicates about events that are increasingly distant from the present (e.g., talks about "When I was a baby..." and makes predictions about future events with adult support)</li> <li>Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., "now/later," "day/night", "last time/next time")</li> </ul>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  SS 4.3 Describes events as they happen. Uses words such as "first" and "then."  SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates "After lunch, we get to read books") and communicates about events that are increasingly distant from the present (e.g., talks about "When I was a baby..." and makes predictions about future events with adult support)</li> <li>Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., "now/later," "day/night", "last time/next time")</li> </ul>	<p><b>SS 4 History &amp; Sense of Time: Develops sense of time</b>  SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.  SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>SS2.2 Demonstrates simple geographic knowledge</p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: <ul style="list-style-type: none"> <li>MT4.1 Explores and describes shapes and spatial relationships (see page 67)</li> </ul> </li> </ul>	<p><b>SS 3a Geography: Identifies types of places</b>  SS 3a.1 Responds to changes in the immediate environment.  SS 3a.2 Recognizes familiar places.</p> <p><b>SS 3b Geography: Interacts with maps</b>  SS 3b.1 Navigates within a familiar environment.  SS 3b.2 Finds ways to move around obstacles in a familiar environment.</p>



<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>Knows where some favorite toys or foods are stored in familiar places (e.g., home, classroom)</li> </ul>	<p><b>SS 3a Geography: Identifies types of places</b>  SS 3a.1 Responds to changes in the immediate environment.  SS 3a.2 Recognizes familiar places.</p> <p><b>SS 3b Geography: Interacts with maps</b>  SS 3b.1 Navigates within a familiar environment.  SS 3b.2 Finds ways to move around obstacles in a familiar environment.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>Knows where some favorite toys or foods are stored in familiar places (e.g., home, classroom)</li> <li>Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)</li> <li>Understands and uses words indicating relative distances (e.g., near, far, close)</li> </ul>	<p><b>SS 3a Geography: Identifies types of places</b>  SS 3a.2 Recognizes familiar places.  SS 3a.3 Identifies a variety of familiar places in own community.</p> <p><b>SS 3b Geography: Interacts with maps</b>  SS 3b.2 Finds ways to move around obstacles in a familiar environment.  SS 3b.3 Follows a path.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)</li> <li>Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)</li> <li>Understands and uses words indicating relative distances (e.g., near, far, close)</li> <li>Shows interest in exploring geography tools (e.g., map, compass)</li> <li>Discusses basic geographic concepts and features of environments (e.g., says “We have mountains where we live”; sees a picture of fish and says, “They live in water”)</li> </ul>	<p><b>SS 3a Geography: Identifies types of places</b>  SS 3a.3 Identifies a variety of familiar places in own community.  SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community.</p> <p><b>SS 3b Geography: Interacts with maps</b>  SS 3b.3 Follows a path.  SS 3b.4 Recognizes symbols or landmarks.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about</li> </ul>	<p><b>SS 3a Geography: Identifies types of places</b>  SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community.</p>

<p>something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)</p> <ul style="list-style-type: none"> <li>• Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)</li> <li>• Understands and uses words indicating relative distances (e.g., near, far, close)</li> <li>• Creates drawings or simple maps of home and other familiar places with adult support</li> <li>• Discusses basic geographic concepts and features of environments (e.g., says “We have mountains where we live”; sees a picture of fish and says, “They live in water”)</li> </ul>	<p>SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.</p> <p><b>SS 3b Geography: Interacts with maps</b>  SS 3b.4 Recognizes symbols or landmarks.  SS 3b.5 Identifies what is represented on a map and draws pictures of current location.</p>
<p><b>Creativity and Aesthetics</b></p>	
<p><b>CA1. MUSIC AND MOVEMENT</b></p>	
<p>CA1.1 Explores through listening, singing, creating, and moving to music</p>	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Responds to music by turning head and reacting with body movements</li> <li>• Uses objects and tools to make sounds (e.g., shakes rattle)</li> </ul>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.1 Makes sounds to communicate feelings.  CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 1b Music: Develops rhythm</b>  CA 1b.1 Responds to rhythm.  CA 1b.2 Responds to changes in rhythm.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.1 Responds to sounds.  CA 1c.2 Responds to changes in sound, volume or melody.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.1 Uses body language to express feelings.  CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b>  CA 2b.1 Moves body in a variety of ways.  CA 2b.2 Moves body purposely such as by swaying or bouncing to</p>

	music.
<b>9-18m:</b> <ul style="list-style-type: none"> <li>Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making noises with tambourine, attempts to blow into a whistle or harmonica)</li> <li>Moves body in response to rhythms and music (e.g., sways to the sound of music, claps along with song, though may not be on the beat)</li> <li>Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing</li> <li>Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates “Again! Again!” when a song is finished; requests certain songs or fingerplays be played or sung)</li> </ul>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.1 Makes sounds to communicate feelings.  CA 1a.2 Repeats words in familiar songs and attempts to sing.</p> <p><b>CA 1b Music: Develops rhythm</b>  CA 1b.1 Responds to rhythm.  CA 1b.2 Responds to changes in rhythm.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.1 Responds to sounds.  CA 1c.2 Responds to changes in sound, volume or melody.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.1 Uses body language to express feelings.  CA 2a.2 Uses purposeful gestures and body language to communicate.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b>  CA 2b.1 Moves body in a variety of ways.  CA 2b.2 Moves body purposely such as by swaying or bouncing to music.</p>
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making noises with tambourine, attempts to blow into a whistle or harmonica)</li> <li>Moves body in response to rhythms and music (e.g., sways to the sound of music, claps along with song, though may not be on the beat)</li> <li>Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing</li> <li>Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates “Again! Again!” when a song is finished; requests certain songs or fingerplays be played or sung)</li> </ul>	<p><b>CA 1a Music: Expresses through music</b>  CA 1a.2 Repeats words in familiar songs and attempts to sing.  CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p><b>CA 1b Music: Develops rhythm</b>  CA 1b.2 Responds to changes in rhythm.  CA 1b.3 Claps to beat. May not always be consistent.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.2 Responds to changes in sound, volume or melody.  CA 1c.3 Understands the difference between singing and speaking voices.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b></p>

	<p>CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b> CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs</li> <li>• Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)</li> <li>• Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing</li> <li>• Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others</li> </ul>	<p><b>CA 1a Music: Expresses through music</b> CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p><b>CA 1b Music: Develops rhythm</b> CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns.</p> <p><b>CA 1c Music: Develops tone</b> CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b> CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b> CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs</li> </ul>	<p><b>CA 1a Music: Expresses through music</b> CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic</p>

<ul style="list-style-type: none"> <li>• Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)</li> <li>• With adult support demonstrates the foundational components of music, including tempo (e.g. by singing faster when asked to up the tempo), dynamics (e.g. by louder and softer during a song and pitch*(e.g. by singing higher and lower notes)</li> <li>• Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others</li> <li>• Expresses self through music by making up songs, changing words to familiar songs, and experimenting with rhythmic patterns</li> </ul>	<p>sound effects.</p> <p><b>CA 1b Music: Develops rhythm</b>  CA 1b.4 Claps along to simple rhythm patterns.  CA 1b.5 Repeats simple rhythm patterns.</p> <p><b>CA 1c Music: Develops tone</b>  CA 1c.4 Controls voice to mimic the melodic direction.  CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.</p> <p><b>CA 2a Dance &amp; Movement: Expresses through dance</b>  CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.  CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p><b>CA 2b Dance &amp; Movement: Develops movement techniques</b>  CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat.  CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
CA2. VISUAL ARTS	
CA2.1 Explores, manipulates, creates, and responds to a variety of art media	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Explores textures and other sensory experiences</li> <li>• Shows interest in gazing at pictures, photographs, and bright and/or contrasting colors</li> </ul>	<p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.1 Expresses emotions while exploring materials.  CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.1 Explores materials using gross motor movements and senses.  CA 3b.2 Uses hands and feet to explore a variety of media.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Participates in child-initiated visual art activities* and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)</li> </ul>	<p><b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b>  CA 3a.1 Expresses emotions while exploring materials.  CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p><b>CA 3b Visual Arts: Develops visual art techniques</b>  CA 3b.1 Explores materials using gross motor movements and senses.</p>

	CA 3b.2 Uses hands and feet to explore a variety of media.
<b>19-36m:</b> <ul style="list-style-type: none"> <li>Participates in child-initiated visual art activities* and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)</li> <li>Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)</li> <li>Tells about their artistic creations with increasing detail</li> <li>Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful</li> </ul>	<b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media.  <b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols.
<b>37-48m:</b> <ul style="list-style-type: none"> <li>Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, “Can I use the easel when you’re done?”; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, “I’m going to draw daddy,” before starting a project)</li> <li>Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)</li> <li>Tells about their artistic creations with increasing detail</li> <li>Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful</li> <li>Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice</li> </ul>	<b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process.  <b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.
<b>49-60m:</b> <ul style="list-style-type: none"> <li>Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, “Can I use the easel when you’re done?”; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, “I’m</li> </ul>	<b>CA 3a Visual Arts: Expresses through 2D and 3D visual art</b> CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.  <b>CA 3b Visual Arts: Develops visual art techniques</b> CA 3b.4 Chooses an object or art tool to use with a given medium for a

<p>going to draw daddy,” before starting a project)</p> <ul style="list-style-type: none"> <li>• With adult support demonstrates the foundational components of art, including line, shape (e.g. by drawing lines and different shapes), color (e.g. by using different colors), and texture (e.g. by describing how a piece of art feels)</li> <li>• Tells about their artistic creations with increasing detail</li> <li>• Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful</li> <li>• Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice</li> <li>• Communicates with others about art by discussing the ideas behind own art and how it was made; the feelings generated by looking at different art; and by showing appreciation for the artwork of others</li> </ul>	<p>desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<b>CA3. DRAMA</b>	
<b>CA3.1</b> Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play	
<p><b>Birth-8m:</b></p> <ul style="list-style-type: none"> <li>• Engages in social play (e.g., peek-a-boo) with adults)</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b> CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.</p>
<p><b>9-18m:</b></p> <ul style="list-style-type: none"> <li>• Tries out roles and relationships through imitation and pretend play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b> CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.</p>
<p><b>19-36m:</b></p> <ul style="list-style-type: none"> <li>• Tries out roles and relationships through imitation and pretend</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b> CA 4a.2 Mimics observed behaviors and words.</p>



<p>play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)</p>	<p>CA 4a.3 Uses words, actions and props to pretend.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b></p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects.</p> <p>Distinguishes between real and pretend.</p>
<p><b>37-48m:</b></p> <ul style="list-style-type: none"> <li>• Explores a variety of themes and roles through play, including real life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences</li> <li>• Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b></p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b></p> <p>CA 4b.3 Uses realistic toys as replacements for real objects.</p> <p>Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p>
<p><b>49-60m:</b></p> <ul style="list-style-type: none"> <li>• Explores a variety of themes and roles through play, including real life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences</li> <li>• Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play</li> <li>• With adult support understands the foundational components of drama, including theme (e.g., can identify the main idea of the story), plot (e.g. can discuss the series of events that take place), character (e.g. can identify the main and minor characters and their roles), and dialogue (e.g., can discuss the interactions between characters).</li> <li>• Discusses and expresses appreciation after viewing a performance by older children or a professional group.</li> </ul>	<p><b>CA 4a Drama: Participates in dramatic and symbolic play.</b></p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p><b>CA 4b Drama: Uses and creates props to represent other objects or ideas</b></p> <p>CA 4b.4 Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>





# Developmental Continuum of Skills


Individual children develop at a unique pace.		Infant		Toddler		Preschool		Primary	
Skill / Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
<b>SED 1 Self-Awareness</b>	<b>SED 1a Knows self and expresses confidence</b>	Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.	Responds to name and interacts with self in mirror. Recognizes self as being separate from others.	Names self and names basic body parts.	Identifies characteristics of self.	Describes thoughts and characteristics of self and expresses confidence in own abilities.	Identifies own strengths and personal talents.	Apply strengths to accomplish a task and exhibits pride in personal accomplishments.	Reflects and describes strengths and areas of growth. Begins to have and apply a growth mindset.
	<b>SED 1b Expresses needs and preferences</b>	Vocalizes or moves to express needs.	Seeks out or responds to favorite or preferred toys, objects or people.	Expresses likes and dislikes.	When given two to three options, chooses their most desired option.	Describes and compares preferences of self and others.	Expresses and advocates for one's needs or personal preferences.	Understands others might have different needs and preferences than self.	Expresses and advocates ways for self and others to both participate according to unique preferences and to attain differing wants.
	<b>SED 1c Completes tasks independently</b>	Reaches for a familiar object or toy.	Attempts to do a familiar task or explore objects independently.	Completes familiar tasks or activities independently. May still need adult support on occasion.	Expresses interest in planning or trying new or complex tasks and activities with help.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task or activity with a different approach.	Revisits and plans a familiar task and describes ways to improve results.	Predicts how self and others might be able to perform in a task and describes and plans what is needed to improve.
	<b>SED 1d Identifies emotions</b>	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	Recognizes that feelings can change.	Identifies complex feelings and recognizes that they can have more than one feeling at the same time.	Identifies past, current and future feelings and explains when they might experience different feelings.	Anticipates an emotional response that may result from a given situation.
<b>SED 2 Self-Regulation</b>	<b>SED 2a Manages feelings and behavior</b>	Calms with support from caregiver.	Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.	Begins to use strategies to regulate emotions or behavior with support from familiar adult.	Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.	Independently chooses and uses a variety of strategies to regulate emotions or behavior.	Describes and demonstrates appropriate responses to different emotions and behaviors.	Describes strategies to calm oneself in new or stressful situations.	Applies strategies for managing own emotions and behaviors.
	<b>SED 2b Follows routines and transitions</b>	Reacts to changes in tone of voice or expression.	Participates in familiar routines and transitions with support.	Recognizes a familiar activity or routine and redirects to a new activity with support.	Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines. With support, negotiates ways to handle new routines or transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm oneself in new or stressful situations.	Adapts to new situations or routines quickly and with minimal stress.
<b>SED 3 Social Relationships</b>	<b>SED 3a Develops relationships with adults</b>	Recognizes, interacts with and responds to primary caregivers.	Stays close to and interacts with familiar adults for comfort and support.	Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.	Engages in positive back-and-forth interactions with new or familiar adults.	Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.	Identifies trusted adults in the community and describes when to seek help.	Describes characteristics of trusted adults and seeks help when needed.	Describes how trusted adults can provide support in various settings and how to build positive relationships.
	<b>SED 3b Develops relationships with peers</b>	Notifies, responds to and looks at peers.	Engages in simple interactions with peers.	Shows interest in interacting with peers and may demonstrate preference for specific peers.	Engages in interactions with peers and has preferred friends that they play with consistently.	Demonstrates connection with others and identifies similar interests as friends.	Describes personal friendships and meaningful relationships.	Describes characteristics of positive friendships and how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.
	<b>SED 3c Participates cooperatively in groups</b>	Engages in simple social interactions, such as games like peek-a-boo.	Mimics actions of others.	Joins a group and participates in an activity when asked.	With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.	Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.	Identifies roles of self and others during group tasks or activities. Offers to help others.	Fulfills personal roles and responsibilities when working in a group.	Begins to use active listening and inclusion of other's ideas to support collaboration in a group setting.
	<b>SED 3d Identifies and respects emotions of others</b>	Adjusts behavior according to emotional or facial response of a familiar person.	Explores different facial expressions, such as in pictures.	Recognizes the emotions of others and demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion.	Identifies complex feelings of others and responds accordingly.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Seeks to understand and support others' feelings.	Demonstrates respect for others who have differing feelings and needs. Shows empathy to others.
<b>SED 4 Problem-Solving</b>	<b>SED 4a Solves problems</b>	Uses simple repeated actions or movements to solve a problem.	Explores how things work using repeated trial and error to solve a problem.	Recognizes a problem and asks for adult help to solve the problem.	Suggests and explores possible solutions to a problem with support from an adult.	Uses previous knowledge to determine which solution to try first when solving a problem.	Eliminates possible solutions to a problem by thinking through their potential results and consequences.	Explains the sequence of their problem solving strategy.	Solves problems by connecting personal experiences to possible solutions.
	<b>SED 4b Responsible Decision-Making</b>	Begins to recognize choices, such as reaching for a toy when multiple options are available.	Responds to simple guidance on safe and kind choices.	Identifies basic consequences of actions, such as "If I throw my toy, it might break".	With adult support, lists choices or solutions before making a decision.	Makes independent choices based on rules and fairness.	Considers others' feelings when making decisions.	Evaluates possible solutions and their consequences before acting.	Demonstrates responsible decision-making by applying past experiences to new situations.


Approaches to Learning	<b>ATL 1 Attention &amp; Persistence</b>	<b>ATL 1a Attends</b>	Focuses for a short time on a person, sound or thing.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time with adult reminders.	Focuses on an engaging activity for a short period of time independently.	Sustains focus for at least five minutes, even if there are distractions.	Sustains focus for at least ten minutes, even if there are distractions.	Sustains focus for at least thirty minutes, even if there are distractions.	Sustains focus for forty-five minutes, even if there are distractions.
		<b>ATL 1b Persists</b>	Engages in a continued interaction or activity with a familiar object or adult.	Repeats actions to gain a result.	Asserts a desire to start or end a preferred activity. Asks for help as needed.	Practices or repeats an activity until successful. Expresses delight over a successful project.	Begins to persist on a challenging activity with teacher support.	Persists on a challenging activity independently.	With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence.	Plans steps to pursue an idea and implements it with persistence independently.
	<b>ATL 2 Flexibility &amp; Play</b>	<b>ATL 2a Shows flexibility</b>	Shifts attention from one person or thing to another.	Shifts attention from one task to another with prompting and adult support.	With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.	With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.	Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.	Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.	Imagines new ways to approach a task or discover information when obstacles are present.	Demonstrates ability to fluently shift approaches within complex tasks independently.
		<b>ATL 2b Engages in play</b>	Explores and manipulates materials.	Entertains and plays by themselves without adult or child involvement.	Watches others play and plays side by side with another person.	Joins a group and participates in group play. May have different purposes of play.	Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.	Engages in social play and creates goals and scenarios that involve creative problem-solving.	With adult support, plays games or activities with complex rules.	Plays games or activities with others that have complex rules. May create own rules to games.
Physical Development	<b>PD 1 Gross Motor</b>	<b>PD 1 Builds strength, coordination and balance of large muscles</b>	Rolls, crawls, 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. 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.	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.
	<b>PD 2 Fine Motor</b>	<b>PD 2 Builds strength and coordination of small movements</b>	Reaches for objects in sight and uses hands or feet to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.	Opens, closes, stacks, twists and pulls objects with one or both hands.	Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.	Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.	Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, such as fabric or cardstock.	Manipulates objects of all sizes with speed and accuracy.
	<b>PD 3 Safety</b>	<b>PD 3 Demonstrates safe practices</b>	Reacts to unexpected noises, lights or sights.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.	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.
	<b>PD 4 Personal Care</b>	<b>PD 4a Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b>	Cries or moves body when physical needs are not met.	Begins to participate in self-care activities and recognizes the difference between dirty and clean.	With help, participates in self-care routines.	Recognizes personal needs and how to get them met and implements with adult support.	Meets most personal and hygiene needs when prompted by an adult.	Maintains personal needs and proper hygiene with occasional reminders.	Independently maintains personal and hygiene needs.	Explains how to manage health and role of exercise and rest in self and others.
		<b>PD 4b Understands bodily functions</b>	Explores body parts, such as hands and feet.	Points to body parts when prompted.	Identifies basic body parts.	Describes the function of basic body parts. Can locate body pain.	Explains how germs spread and describes simple strategies for preventing the spread.	When feeling sick, describes symptoms. Describes some contagious diseases.	Identifies basic organs.	Describes the functions of basic organs.
	<b>PD 5 Nutrition</b>	<b>PD5 Follows healthy nutrition routines</b>	Cries when hungry.	Communicates the need to eat and feeds self some finger foods.	Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.	Identifies food and serves a portion into a bowl or plate and feeds self.	Identifies food groups, sorts food and identifies food that is nutritious	Describes how nutritious food helps the body grow and develop and helps to prepare food.	Describes what happens after the consumption of food.	Prepares simple food for self.

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Skill / Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
Language & Literacy Development	LLD 1 Listening	LLD 1a Understands and interprets language	Turns head toward the person speaking.	Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.	Shows understanding of a wide variety of phrases and sentences.	Listens, then responds appropriately.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why.	Shows understanding about key details from information or stories shared verbally.	Listens to gather new information and demonstrates understanding.
		LLD 1b Follows directions	Responds to speaking in the environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions given verbally.	Responds to verbal statements that have implied directions or requests.
	LLD 2 Communication	LLD 2a Uses language to express information and ask/answer questions	Uses vocalizations and gestures to communicate.	Uses a few words, signs or word-like sounds to communicate.	Communicates needs, desires and ideas or asks simple questions.	Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.	Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.	Explains personal thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics.	Uses expression, tone and pacing to reinforce the meaning of what they are communicating.
		LLD 2b Uses conversational skills	Responds with babbles or sounds with prompting.	Responds to one exchange, but is not on topic.	Responds on topic for one exchange.	Stays on topic for two to three exchanges.	Engages in conversations through multiple exchanges.	Initiates conversation with adults and peers.	Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.	Asks for clarification about information or topics that occur during a conversation.
		LLD 2c Uses sentence structure	Mimics single sounds.	Communicates using one- to two-word sentences.	Communicates using two- to four-word sentences.	Communicates in sentences. May not always follow grammatical rules.	Communicates in simple, complete sentences.	Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
		LLD 2d Uses and expands vocabulary	Uses sounds and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places and objects. Asks what a specific person or object is called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
	LLD 3 Phonological Awareness	LLD 3a Rhyme	Listens to and moves to rhyming songs.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme.	Produces rhyming words when given a word.	Rhymes with real and nonsensical words.	Independently identifies and repeats rhyming word pairs from a poem or song.	Creates an original rhyming song or poem.
		LLD 3b Hears Large Units of Sound	Babbles and vocalizes using sound, volume and inflection.	Repeats words or short sentences.	Shows awareness of separate words in spoken language.	Blends large units of sound, such as compound words, syllables or onset-rime.	Segments large units of sound, such as compound words, syllables or onset-rime.	Deletes large units of sound.	Substitutes large units of sound.	Manipulates, blends, substitutes and deletes large units of sound.
		LLD 3c Hears Small Units of Sound	Coos and makes sounds such as “oo” and “ah.”	Imitates or repeats sounds and tones.	Engages in word and sound play through songs and games.	Identifies and produces words that have the same beginning sound.	Identifies the end sound of a word and blends two-phoneme words.	Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.	Segments phonemes in words.	Substitutes and deletes phonemes in words.
	LLD 4 Alphabetic Knowledge	LLD 4 Identifies letters, makes letter-sound connections and decodes words	Explores books and toys with letters and related images.	Participates in letter songs and activities.	Recognizes the first letter and letter sound in their name.	Identifies five to ten upper- and lowercase letters and letter sounds.	Identifies eleven to twenty upper- and lowercase letters and letter sounds.	Identifies all upper- and lowercase letters and letter sounds.	Decodes words with long and short vowel sounds, digraphs and blends with increasing automaticity.	Applies phonics strategies and word analysis skills to decode words, such as irregular high-frequency and unfamiliar words with increasing automaticity.
	LLD 5 Concepts of Print	LLD 5 Uses print concepts and explores books and other text	Opens and closes books, looks at them and points to pictures.	Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.	Distinguishes between pictures and words. Identifies the front and back cover.	Distinguishes between letters and words. Indicates where to start reading on a page.	Identifies some punctuation and recognizes spaces between words.	Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Identifies and uses text features to find information in texts.
	LLD 6 Reading Comprehension	LLD 6a Responds to text	Interacts by reaching for or patting when a book is read.	Chooses and holds a book and looks intently at each page.	Talks about pictures and ideas in familiar stories.	Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from their own life.	With support, compares similarities between two texts.	Makes many text-to-text, text-to-self and text-to-real-world connections. Compares similarities and differences between texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.
		LLD 6b Retells, asks and answers questions about a text or story	Looks at and listens to books read aloud by an adult.	With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.	Identifies the characters and setting in a story.	Retells portions of a story using pictures, gestures or props.	With prompting, answers simple questions about the characters, setting and events in a story and retells a story.	Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.	Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details.	Summarizes texts and their messages. Describes the points of view of various characters.
	LLD 7 Writing	LLD 7a Emergent Writing	With adult support, makes a mark with a writing tool or other material.	Makes random marks or draws with writing tools.	Marks or scribbles. Begins to make letter-like forms.	Writes letter-like forms or mock letters and letter strings from left to right.	Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.	Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy.	Writes simple sentences. Begins to use conventional spelling.	Writes simple and compound sentences. Uses punctuation. Checks and corrects spelling.
		LLD 7b Uses writing to represent meaning	Explores various tools used to write.	Makes handprints or fingerprints with adults.	Scribbles or draws marks as a representation of an object or person.	Uses a combination of drawing, dictating and writing to explain who or what something represents.	Uses a combination of drawing, dictating and writing to record an event or idea.	Draws and writes to express ideas or share an opinion.	Writes to give information about a topic, including some facts. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.

Mathematics	M 1 Number Sense	M 1a Verbally counts numbers	Listens to counting songs and chants.	Says or sings random numbers, may be out of order.	Verbally counts to five.	Verbally counts to ten.	Verbally counts to twenty.	Verbally counts to 100 by ones and tens. Counts forward from a given number.	Verbally counts in sequence to 120 from a given number.	Verbally counts by fives, tens and hundreds to 1000.
		M 1b Identifies and writes numerals	Sees numbers in everyday context.	Begins to identify numbers. Identifies the numeral 1.	Identifies numerals up to five.	Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.	Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.	Identifies numerals up to fifty. Writes numerals up to twenty.	Identifies numerals to 100 and understands place value for two- to three-digit numbers.	Identifies and writes numerals to 1000. Understands place value for three- to four-digit numbers.
		M 1c Counting one-to-one, and composing and decomposing numbers	Points to objects.	Uses one-to-one correspondence to match objects or pictures.	Points to one object at a time while counting up to five.	Counts up to ten objects and indicates that the last number counted tells how many objects were counted.	Count up to twenty objects and indicates that the last number counted tells how many objects were counted.	Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.	Identifies the number combinations that add up to five.	Decomposes numbers less than or equal to ten in more than one way.
		M 1d Number Quantities and Comparison	Looks for an object that is taken out of sight.	Recognizes amounts up to two without counting.	Recognizes amounts up to three without counting.	Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.	Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.	Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.	Uses the concept of a number line to compare which numbers are closer to each other.	Uses place value to compare numbers.
		M 1e Addition and Subtraction	Watches an adult add or take away toys.	Adds to and removes objects from a group as prompted.	Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.	Adds and subtracts by adding to or removing objects and recounting to find the total up to five.	Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.	Adds and subtracts by counting on or counting up to for totals up to ten.	Uses addition and subtraction strategies to solve problems with totals up to twenty.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	M 2 Spatial Awareness	M 2a Understands how objects move in space	Tries to put one object inside another.	Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.	Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.	Moves objects to assemble a whole, such as simple puzzles with prompting.	Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.	Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.	Creates complex pictures or objects by putting together or taking apart shapes.	Determines when shapes have been slid, turned or flipped and describes the translation.
		M 2b Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	Finds or places objects next to, between, in front of or behind self.	When prompted, places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects.	Uses representations, coordinates systems and maps to identify locations of objects or places.
	M 3 Shapes	M 3 Identifies shapes and their characteristics	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies one to three two-dimensional shapes.	Identifies four to six two-dimensional shapes.	Identifies sides and angles or "corners" of shapes and uses materials to construct a shape when given a target shape to view.	Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or "corners" and recognizes shapes regardless of orientation.	Describes objects in the environment as two- and three-dimensional shapes. Identifies one to four three-dimensional shapes.	Separates a shape into halves, thirds and fourths.
	M 4 Measurement	M 4a Measures and Estimates	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 when given two to three objects.	Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.	Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.	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.
		M 4b Compares and Orders	Picks up and puts down objects.	Places objects in a row in any order.	Compares and orders two to three objects. Identifies the first object.	Compares and orders up to five objects. Describes order using words like first, second and third.	Compares and orders up to ten objects. Describes order using words like first to tenth.	Orders objects by one feature, then reorders using a different feature. Orders events in time.	Compares objects by using a measuring tool, then orders.	Compares and explains how much longer one object is than another using standard units of measurement.
	M 5 Patterns	M 5 Copies, Creates, and Extends Patterns	Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.	Notifies things that repeat in the environment.	Fills in the missing piece of an AB pattern.	Copies, creates and extends AB patterns.	Fills in the missing piece of complex patterns, such as ABC or AABB.	Copies, creates and extends complex patterns, such as ABC or AABB.	Identifies the smallest unit of a pattern, such as AAB as the smallest unit of the pattern AABAABAAAB.	Develops and explains own formula for creating a variety of patterns.
	M 6 Classification	M 6 Sorts and graphs	Notifies when two objects are similar in some way.	Creates groups of objects by common characteristics but may be mixed or inconsistent.	Sorts objects by one feature.	After sorting objects by one feature, sorts again by a different feature	Sorts objects by more than one feature and explains why.	Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.	Gathers, represents and answers questions about objects or data in three categories.	Gathers, represents and answers questions about objects or data in four categories.

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Primary		
Skill / Skill Code		Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 Science	SCI 1 Investigation & Inquiry	SCI 1a Asks questions and makes predictions	Looks for a person or toy that has moved out of sight.	Asks simple questions about a familiar environment through words or gestures.	Begins to understand how things are connected and asks more complex questions about a familiar environment.	When given a question, guesses a possible answer or outcome.	Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Uses prior knowledge and gathered information to make predictions about a scientific phenomenon. Makes hypotheses about scientific phenomena with teacher support.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times.
		SCI 1b Observes, describes and records	Uses senses to explore environment.	Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.	Begins to observe, describe and record a simple scientific phenomenon with teacher support.	Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.	Observes, describes and records a scientific phenomenon.	Gathers information or experiments to prove/disprove a prediction.	Records findings in charts or diagrams and explains one's problem-solving strategy.	Records and discusses observations and evaluates information to explain a phenomenon or prove/disprove a hypothesis.
	SCI 2 Natural & Earth Science	SCI 2a Understands living and nonliving things	Explores immediate environment using senses.	Plays with natural materials and reacts to animals or plants in the immediate environment.	Identifies familiar natural materials, animals or plants and groups them by common characteristics.	Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.	Describes the characteristics of living things, sorts objects by living and nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by complex features.	Describes how a living thing's features and surroundings help it survive.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species.
		SCI 2b Demonstrates knowledge of Earth's environment	Reacts to weather changes in immediate environment.	Points to and notices natural elements, such as clouds, rain and wind.	Recognizes day and night. Notices changes in temperature and weather.	Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.
	SCI 3 Physical Science	SCI 3a Explores forces and motion	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how vehicles, animals or people move.	Experiments with and explores invisible forces, such as ramps and magnets.	Experiments and compares the movements of various objects and materials on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Explains how force is used to change the direction of moving objects.
		SCI 3b Explores the physical properties of materials	Uses senses to explore objects in an immediate environment.	Reacts to changes in texture, temperature, smell, sound or sight.	Begins to name colors.	Describes basic physical properties of objects, such as textures and colors.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gas.	Describe how materials change between different states of matter.
	SCI 4 Technology	SCI 4 Uses tools and technology to perform tasks	Explores simple toys.	Begins to use simple toys purposefully.	Explores movable parts on toys.	Explores simple tools or interacts with simple types of technology.	Experiments with tools or technology to solve problems or accomplish tasks.	Uses familiar tools or technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools or technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.
 Social Studies	SS 1 Culture & Community	SS 1a Identifies community and family roles	Responds to and recognizes primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features of different communities and how these features impact roles and responsibilities.
		SS 1b Explores and respects cultures and traditions	Listens to stories or music related to cultures and traditions.	Participates in activities related to cultures or traditions.	Recognizes familiar symbols or artifacts of traditions or customs.	Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.	Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.	Explains the meaning and importance of traditions or customs of other people.	Compares diverse cultures or traditions.	Names influential people or events that have impacted familiar cultures and traditions.
		SS 1c Respects diversity	Sees diverse features of people in books, toys or media.	Explores people and their features, either in person or in pictures.	Identifies similarities and differences between self and others.	Respectfully participates in activities with others different than self.	Shows interest in learning about and interacting with peers who look, learn, believe or move differently.	Explains and celebrates how individuals, families or cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look different and have differing abilities or traditions.
	SS 2 Civics & Economics	SS 2a Follows rules, limits and expectations	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to adults to hear rules, routines and expectations.	Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government, such as local, state and national. Makes democratic decisions.
		SS 2b Understands concepts of money and economics	Reaches for desired objects.	Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.	Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade.	Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money.	Explores the use of trade of both goods and money to receive/buy objects or services.	Exchanges money, goods or services for other goods or services. Identifies value of differing coins.	Describes how and why we save, earn and spend money.	Explains how and why people work together in trade to get what they need and want. Explains why some items are more expensive or valuable.
	SS 3 Geography	SS 3a Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places in own community.	Identifies different types of water bodies, streets, buildings or landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of one's community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
		SS 3b Interacts with maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols or landmarks.	Identifies what is represented on a map and draws pictures of current location.	Recreates a map of something they cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
	SS 4 History & Sense of Time	SS 4 Develops sense of time	Focuses on interactions with others for a short time.	Indicates the beginning or ending of an event	Describes events as they happen. Uses words such as "first" and "then."	Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.	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.

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

Skill Code/Skill		Sub-Skill Code/Definition	Pre-Production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
 Second Language Acquisition	SLA 1 Approach to second language acquisition	SLA 1a Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
	SLA 1 Approach to second language acquisition	SLA 1b Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meaning of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.
	SLA 1 Approach to second language acquisition	SLA 1c Demonstrates use of varied vocabulary in target language	Uses cues and gestures to understand interactions in target language.	Repeats often heard words in target language.	Uses social vocabulary to actively communicate and participate in the target language. Begins to use academic vocabulary in the target language.	Asks questions in target language to clarify meaning of idioms and complex interactions. Uses more advanced academic vocabulary in the target language.	Uses context clues and resources to clarify any misunderstandings.
	SLA 2 Comprehension of second language	SLA 2a Demonstrates comprehension of target language	Responds to cues, such as gestures and visualizations.	Responds to simple words, phrases and questions in target language, especially in combination with other cues.	Responds to simple stories and short discussions in target language.	Responds to stories, shares opinions and engages in discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.
	SLA 2 Comprehension of second language	SLA 2b Demonstrates use of words and sentence structure of target language	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.	Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Uses target language effectively in all contexts.