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EARLY LEARNING

Alignment of the

Experience Developmental Continuum of Skills

with

State of Alaska Early Learning Guidelines

experience baby™ experience toddler™ experience preschool™

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The Experience Developmental Continuum of Skills

This document details the alignment of the **State of Alaska Early Learning Guidelines.** For questions or comments about this alignment, please contact 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 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.






State of Alaska Early Learning Guidelines (2020)	Experience Early Learning Developmental Continuum
Domain 1: Physical wellbeing, health, and motor development	
Goal 1: Children engage in a variety of physical activities	
Birth to 9 months Demonstrate reflexes such as grasping a finger and toes fanning when bottom of foot is stroked. Learn how to self sooth with sucking and responds to signals for sleep (learns to sleep in bassinet, cradle or crib). Use new skills in different ways. For example, learns the pincer grasp and uses it on many different materials.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
9 to 18 months Participate in simple movement games (for example, baby anticipates being lifted during the same line in songs). Show excitement when new toys and objects are used in play.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** 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.
18 to 36 months Try new activities that require physical movement, such as climbing on a chair, without adult assistance. Participate actively in games, dance, outdoor play, and other forms of exercise. Participate in playful and careful rough and tumble with close family or friends. Begin to participate in active games such as hide and seek and tag.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** 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. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music.

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36 to 60+ months Enthusiastically participate in different full body physical activities (walking, climbing, playing in snow, throwing, dancing, digging, bouncing, swimming). Incorporate various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom). Play actively with other children. Spend most of the day moving and choosing activities and playmates. Regularly participate in physical activity (walks, dances, plays organized or informal sports). Help with physical chores (shoveling snow, sweeping the floor, carrying laundry, putting away toys). Participate in cooperative games with peers. Work on physical challenges such as climbing rocks, hills and trees, rolling, jumping, throwing, digging, shoveling.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** 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.
Goal 2: Children demonstrate strength and coordination of gross motor skills	
Birth to 9 months Open and close fingers. Gain control of arm and leg movements. Kick legs and bat at dangling objects with hands. Reach for feet and bring them to mouth.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.

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Transfer objects from hand to hand. Clap hands. Roll over. Once able to roll over, lift head and chest while on tummy. Move into sitting position. Sit with support and later, sit without support. Rock back and forth on hands and knees and later, crawl.	
9 to 18 months Pull up self to standing, holding on to something or someone; later stand independently. Walk holding on to furniture, then later as the primary means of moving around. Enjoy pushing and pulling objects. Throw objects while maintaining balance. Stoop over to explore things on the ground. Squat and stand back up again while maintaining balance. Crawl or climb stairs, with assistance.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** 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.
18 to 36 months Primarily walk heel to toe, not tip toe.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.

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Carry toys or objects while walking. Walk and run, changing both speed and direction; avoid obstacles. Walk backwards. Climb in and out of bed or onto a steady adult chair. Enjoy pounding objects (hammers peg with accuracy). Kick and throw a ball, but with little control of direction or speed. Jump in place. Balance on one foot briefly. Bend over easily at the waist, without falling. Walk in a straight line. Walk up and down stairs, not alternating feet, without assistance. Swing a small stick, bat or paddle. Enjoy riding toys they can move by pushing their feet on the ground.	PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
36 to 60+ months Walk and run in circular paths (around obstacles and corners). Crawl through a play tunnel or under tables. Climb on play equipment.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** 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. PD 1.6 Changes direction and speed of movement.

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Throw beanbags or large lightweight ball with progressively more accuracy. Catches large balls with two hands, with progressively more skill for smaller balls. Kick ball forward. Balance on one foot. Hop forward on one foot without losing balance. Jump on two feet and over small objects with balance and control. Gallop comfortably. Pedal steadily when riding tricycle. Walk up and down stairs, using alternating feet, with less and less assistance. Jump sideways. Run with an even gait. Maintain balance while bending or twisting. Begin to use a racquet, paddle, bat, stick or club, or balls. Hop with one foot at a time briefly. Mount and pump a swing with no assistance. Skip.	

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Run with an even gait and with few falls. Hops on each foot separately without support. Maintain balance while bending, twisting, or stretching. Move body into position to catch a ball, then throw the ball in the right direction. Kick a large with some accuracy. Alternate weight and feet while skipping or using stairs. Throw a medium-size ball with some accuracy. Use a racquet, paddle, bat, stick or club, pucks or balls with more skill.	
Goal 3: Children demonstrate stamina in daily activities	
Birth to 9 months Show alertness during waking periods, which increases with age. Cry persistently until needs are met. Lift head, make facial expressions. Initiate active play, exploring and interacting with environment. Sustain physical activity for at least three to five minutes at a time (recognizing the unique capabilities of the child). Sustain strength for increased periods of time as child ages.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
9 to 18 months	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**

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Crawl, scoot, or crab walk. Look for the body moving in a coordinated movement one side then the other as opposed to a baby just pulling with arms and dragging legs behind. Be eager to pull up and stand. Enjoy walking with support such as cruising along furniture or holding on to fingers. Be eager to climb up and down on furniture. May climb out of crib. Show persistence when crawling, walking or running. Run with increasing speed and over greater distances. Be on the move for longer periods of time.	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. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
18 to 36 months Participate actively in games, outdoor play, and other forms of physical movement. Run spontaneously across the room or yard. Engage in unstructured physical activities for at least 60 minutes and up to several hours each day. Increase physical (aerobic) activity with age to 15 minutes at a time, for at least 30 minutes each day. Sleep well, awakening rested and ready for daily activities.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** 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.

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Ride trikes or toys by pushing themselves along with their feet on the ground. Think of ways to encourage activity in daily tasks – let them “help” sweep, put away groceries, fold laundry, check the mail.	
36 to 60+ months Carry light objects, bags, or backpack for a short distance. Repetitively practice new skills. Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games). Follow along with guided movement activities, such a music and movement or child yoga/Zumba. Ride a trike by pedaling for extended periods of time and distance. Run 50 to 75 yards without stopping. Engage in physical activities for at least one hour throughout each day. Complete extended activities such as short hikes or bike rides with supportive adults. Initiate physical activities (movement games with other children, dancing to music). Pump on a swing for several minutes. Skip for 2 minutes.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** 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. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.5 Follows a leader to perform a simple movement pattern.

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Jump and hop with increasing persistence.	
Goal 4: Children demonstrate strength and coordination of fine motor skills	
Birth to 9 months Track objects with eyes. Grasp caregivers' fingers. Consistently reach for toys, objects, and bottles with both hands. Grasp objects with fingers and palm. Transfer small objects from hand to hand. Pick up object with thumb and forefinger.	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.1 Reaches for objects in sight and 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.
9 to 18 months Mimic hand clapping or a good-bye wave. Point with one finger. Empty objects from containers. Turn pages of large books, often turning multiple pages at the same time. Stack 2-3 small square blocks. Make marks on paper with large writing/ drawing implements (thick pencil, crayon, marker).	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.1 Reaches for objects in sight and 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. PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.

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18 to 36 months Turn book pages one page at a time, most of the time. Scribble with crayons and begins to imitate marks (a circle), uses a paintbrush. Fold blanket, cloth diaper, or paper, with assistance. Pour liquid from small pitcher or cup. Attempt to stack small wooden blocks into a tower 4-6 blocks high. Open doors, with assistance, by turning and pulling doorknobs. Use spoons and forks (sometimes) appropriately. Work simple “insert” puzzles (completes simple puzzle, uses shape sorter box). String large beads.	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. PD 2.3 Opens, closes, stacks, 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.
36 to 60+ months Eat with utensils. Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint). Copy shapes and geometric designs. Open and closes blunt scissors with one hand. Cut paper on a straight line and on a curve but without precision.	**PD 2 Fine Motor: Builds strength and coordination of small movements** 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.

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Manipulate small objects with ease (strings beads, fits small objects into holes). Fasten large buttons. Use large zippers. Increase strength in fingers with age, progressing to using a stapler or hole punch. Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles). Write some recognizable letters or numbers. Use fine motor muscles in a variety of activities (winking, snapping fingers, clucking tongue). Remove and replaces easy-to-open container lids. Fold paper and makes paper objects (airplanes, origami), with assistance. Cut, draw, glue with materials provided. Tie knots and shoe laces, with assistance. Print some letters in own name. Button large buttons on clothing. Tear tape off a dispenser without letting the tape get stuck to itself, most of the time.	

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Put together and pulls apart manipulatives (Legos, beads for stringing and sewing, Lincoln Logs) appropriately. Fit jigsaw puzzles with smaller pieces together.	
Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (sensory motor skills)	
Birth to 9 months Respond by turning toward lights, sound, movement, and touch. Focus eyes on near and far objects. Enjoy gentle swinging and rocking. Enjoy seeing themselves in the mirror. Calm with caregiver assistance. Explore the environment with mouth and hands. Listen to music, nature and animal sounds. Move objects from one hand to the other.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.1 Uses senses to explore objects in an immediate environment. **CA 1c Music: Develops tone** CA 1c.1 Responds to sounds.
9 to 18 months Coordinate eye and hand movements (puts objects into large container). Explore and responds to different surface textures (hard top tables, soft cushions). Accept new flavors and textures in food.	**SCI 1b Investigation & Inquiry: Observes, describes and records** 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. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.1 Uses senses to explore objects in an immediate environment.

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Explore making sounds with instruments such as pianos/keyboards, horns, drums. Practice small motor strength in areas other than fingers (sounds with tongue, tip toes, kisses).	SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. **PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. **CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments.
18 to 36 months Respond to music with body movements. Imitate animal sounds and movements. Enjoy sensory activities such as playing in the tub or making mud pies. Eat food with a variety of textures. Explore and gather materials of different textures (rocks, sticks, shells, leaves).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. **CA 2b Dance & Movement: Develops movement techniques** 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.
36 to 60+ months Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles). Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.

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Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding. Move their body in response to sound, marching or dancing with rhythm. Explore new foods through sight, smell and touch, eventually tasting. Enjoy watching their own image in photo albums, videos and their motions in the mirror. Match pairs of colors and patterns. Match pairs of similar sounds. Correctly identify high tones and low tones on a music instrument. Identify a variety of smells. Echo back a rhythm of hand clapping or drumming. Be willing to touch the unknown in a “feely bag”. Match textures by feel such as plastic, furs, woods. Experiment with music instruments. Use materials to create mosaic patterns.	SCI 3b.6 Classifies and sorts materials by a variety of physical properties. **CA 1b Music: Develops rhythm** CA 1b.5 Repeats simple rhythm patterns. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.
Goal 6: Children practice health skills and routines	
Birth to 9 months Relax during bathing routines. Respond to talking during diaper changing routines.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.1 Cries or moves body when physical needs are not met. **PD 5 Nutrition: Follows healthy nutrition routines.**

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Allow you to wipe their gums after feeding. Indicate anticipation of feeding on seeing breast, bottle, or food. Assist caregiver with holding bottle, later grasps a cup, then eats with fingers. Demonstrate increasing ability to self-soothe and fall asleep.	PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods.
9 to 18 months Wash and dry hands, with assistance. Begin to brush gums and teeth with assistance. Indicate needs and wants such as hunger or a dirty diaper. Start to wean off pacifier (if used). Go to bed without a bottle. Remove loose clothing (socks, hats, mittens). Assist with undressing, dressing, and diapering. Start to drink out of a cup. Retrieve and put own shoes/coat away upon request. Begin to clean up after meals with assistance.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.1 Cries or moves body when physical needs are not met. 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. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods.
18 to 36 months Use tissue to wipe nose, with assistance.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.

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Indicate wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted. Wash and dry hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose). Drink from an open cup independently. Communicate with caregiver when he/she is not feeling well. Wean from pacifier (if used). Start brushing own hair with assistance. Drink water from a cup before bed; no longer uses a bottle. Cooperate and assist caregiver with tooth brushing. Feed self with spoon. Help put on their shoes and socks. Show interest in toilet training and can use toilet regularly by 36 months, with assistance. Participate in sleeping routines such as getting and arranging his/her bedtime comfort items. Clean up after a meal with little assistance.	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. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
36 to 60+ months Use tissue to wipe own nose and throws tissue in wastebaskets. Take care of own toileting needs.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.

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Wash and dry hands before eating and after toileting, without assistance. Cooperate and assist caregiver with tooth brushing. Identify health products (shampoo, toothpaste, soap). Cover mouth when coughing. Recognize and communicate when experiencing symptoms of illness. Feed self with fork and spoon, without assistance. Clean up spills. Get a drink of water without assistance. Dress and undress with minimal help. Choose own clothes to wear, when asked. Put shoes on, without assistance. Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals). Choose to rest when he/she is tired. Participate in helping younger siblings with personal care routines. Get own snack out of the cabinet.	PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. **PD 4b Personal Care: Understands bodily functions** PD 4b.6 When feeling sick, describes symptoms. Describes some contagious diseases. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.

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Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process. Wash face, without assistance. Cover mouth and nose when coughing and sneezing with elbow or tissue. Use fork, spoon, and (sometimes) a blunt table knife. Pour milk or juice easily and with minimal spills. Dress and undresses in easy pull-on clothes, without assistance. Brush and comb hair, with assistance. Help select clothes appropriate for the weather.	
Goal 7: Children eat a variety of nutritious foods	
Birth to 9 months Breast feed or bottle feed, (family preference). Regulate when, how much, and how fast they eat. Begin to try a variety of nutritious foods from all food groups, after 6 months of age. Explore food with fingers, after 6 months. Show interest in new foods.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods.
9 to 18 months	**PD 5 Nutrition: Follows healthy nutrition routines.**

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Begin to scoop food onto their plates with assistance. Begin to eat finger foods. Feed self with a spoon. Grasp and drink from a cup. Control how much, how fast, and what foods they eat.	PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
18 to 36 months Begin to recognize and eat a variety of nutritious foods. Tell the difference between food and nonfood items. Make personal food choices among several nutritious options. Try new foods when offered. Consume age-appropriate amounts of nutritious beverages (water, milk, occasional 100% juice). Scoop foods onto their plates with assistance. Begin to help prepare simple food with assistance (tear lettuce, cut up banana with dull knife.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
36 to 60+ months Participate in preparing nutritious snacks and meals. Choose to eat foods that are healthy for the body, with assistance. Pass food at the table and take appropriate sized portions, or other culturally-specific family serving style.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.

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Be able to explain the primary function of certain foods (milk helps build strong bones). Recognize foods from different food groups, with assistance. Provide simple explanations for own and others' food allergies.	
Goal 8: Children are kept safe, and learn safety rules	
Birth to 9 months Respond to danger cues from caregivers. Understand difference between primary caregivers and strangers.	**PD 3 Safety: Demonstrates safe practices** PD 3.1 Reacts to unexpected noises, lights or sights. PD 3.2 Responds to possible dangers in environment and avoids them when prompted. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
9 to 18 months React when caregiver says "no" but may need assistance to stop unsafe behavior. Look to adults before starting an unsafe behavior. Be able to tell who are his or her main caregivers, and who are strangers.	**PD 3 Safety: Demonstrates safe practices** PD 3.1 Reacts to unexpected noises, lights or sights. PD 3.2 Responds to possible dangers in environment and avoids them when prompted. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
18 to 36 months Begin to recognize and avoid dangers (hot stoves, sharp knives) but cannot be relied upon to keep safe.	**PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.

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Know to hold caregiver's hand when walking in public places. Begin to identify safe adults. Be mostly willing to wear appropriate clothing for current conditions. Tell an adult when someone hurts him/her or makes him/her feel bad.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets.
36 to 60+ months Tell peers and adults when they see dangerous behaviors (throwing rocks on the playground). Use and ask to use helmets when riding on movable toys. Carry scissors and pencils with points down to avoid accidents. Begin to look both ways before crossing street or road, and know to cross with adult assistance. Recognize danger and poison symbols and avoid those objects or areas. Know to not touch or take medicine without adult assistance, but knows that medicine can improve health when used properly. Understand the difference between "safe touch" and "unsafe touch". Follow emergency drill instruction (fire, earthquake, tsunami). Begin to try to help getting buckled into car seat. Know not to accept rides, food, or money from strangers.	**PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. **SED 3a Social relationships: Develops relationships with adults** SED 3a.6 Identifies trusted adults in the community and describes when to seek help.

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Know to not talk with strangers unless trusted adult is present and gives permission. Understand that some practices may be personally dangerous (smoking, drinking alcohol, playing with matches, contact with germs and blood). Identify local hazards (thin ice, wildlife, dogs, moving water, guns). Identify adults who can assist in dangerous situations (parent, teacher, police officer). Consistently follow safety rules. Understand why emergency drills are important. Explain how to get help in emergency situations (calling 911, finding a police officer or responsible adult, local emergency response). Demonstrate safety rules as engages in dramatic play (“Tell your doll to keep his/her fingers away from the hot stove.”).	
Domain 2: Social and emotional development	
Goal 9: Children develop positive relationships with adults	
Birth to 9 months Quiet when comforted. Show preference for familiar adults (reaches for mom when she comes home). Establish and maintain interactions with adults (cries out and then laughs when adult responds.)	**SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.1 Imitates simple movements and facial expressions.

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Imitate familiar adults (smiles when adult smiles). Engage in simple back and forth interactions with a familiar adult (Peek-a-Boo, touches face, makes sounds to engage, follows the gaze of an adult to an item).	
9 to 18 months Become upset when separated from familiar adults. Seek comfort from a familiar adult when upset or tired. Respond to adult's verbal greeting (waves and smiles). Engage with adults during play (puts shapes in shape sorter). Respond positively to adult help most of the time. Use familiar adult as a "secure base" to explore (looks to adult for indication of appropriate and inappropriate behavior).	**SED 3a Social relationships: Develops relationships with adults** 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.
18 to 36 months Looks to adults for help and responds to offers of help from familiar adults (takes hand to walk to car). Follow directions with support ("Let's go brush our teeth."). Initiate interactions with adults (brings favorite book to the adult). Communicate thoughts and feelings, likes and dislikes ("I want more.", "No"). Seek independence (helps with dressing self). Follow basic safety guidelines (walks with adult when near street).	**SED 3a Social relationships: Develops relationships with adults** 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. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.

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36 to 60+ months Separate from primary caregiver with help from familiar adult (consistent adult is at the door with a smile and a high five). Express affection for significant adult (“I love you.”). Use familiar adults when engaging new adults (Stays close to mom and makes minimal eye contact with new adult). Follow directions and rules with minimal support (puts on coat and boots, settles in car seat). Ask questions of adults to obtain information (“Why are we doing this?”). Follow directions in different environments with minimal support (“Remember we use our whisper voices in the library.”).	**SED 3a Social relationships: Develops relationships with adults** 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. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults.
Goal 10: Children develop positive relationships with other children	
Birth to 9 months Show interest in and imitate other babies. Recognize children (vocalizes when familiar child enters room). Respond positively to other children (smiles and laughs). Play near other children (solitary and parallel play.) Respond to upset child (becomes upset when another child cries). Engages in back and forth interactions (one baby splashes water and the other baby laughs and then splashes water).	**SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.

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9 to 18 months Show interest in children (moves closer, offers a toy, vocalizes to get attention of child). Engage in problems regarding possession of items (takes toy, cries when toy is taken). Imitate another child's behavior or activity (follows, laughs, pounds on drum). Respond to other children's emotions (when another child is upset child pats upset child's head or back to console). Use gestures and a few words to communicate (says "mine" or "no"). Trade and shares toys with assistance. Accept adult help to solve problems.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others.
18 to 36 months Be happy to see other children ("Denali is here!"). Play side-by-side with children, shares toys (parallel and associative play). Share and takes turns, with assistance. Indicate preferences and intentions by answering yes/no questions ("Are you finished with that? Are you still using it?"). Have preferred playmates.	**SED 3b Social relationships: Develops relationships with peers** 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. **SED 3c Social relationships: Participates cooperatively in groups** 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. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person.

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Recognize similarities and differences between self and others (“Nyamal doesn’t like ham, but I do.”). Be aware of others’ feelings (move towards upset child and offers a toy). Be aware of other children’s belongings and space (puts another child’s toy in their cubby during clean up). Imitate roles and relationships through play (“I’m the mom and you’re the brother.”). Use words and gestures to communicate (“Play with me”, “Stop”).	
36 to 60+ months Separate willingly from adults to play with other children. Make and maintains a positive relationship with at least one child (develops friendships). Initiate or enters play, with more than one child, shows flexibility in roles (cooperative play). Participate in simple sequences of pretend play (“It’s time to feed the baby, I will get the bottle, you change her diaper.”). Attempt to solve social problems, with assistance (asks for a timer, offers to trade, says “When I’m done YOU CAN have it.”). Use mostly words and some gestures to communicate (“Do you want to play with me?”). Interact with other children positively (“I want to be the dad, who do you want to be?”).	**SED 3b Social relationships: Develops relationships with peers** 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 interests as friends. **SED 3c Social relationships: Participates cooperatively in groups** 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. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.

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Share materials and toys, with assistance (“That is mine.” Adult: “You left it here and Carmen saw it.”). Helps other children and follows suggestions given by another child (“I’ll help you clean up.” “Ok, you do the blocks.”). Have positive relationships in different settings (child has friends at school and church). Maintain positive relationships with multiple children. Show understanding of another child’s feelings and attempts to comfort them (child falls and is crying, another child goes to see if they are ok). Attempt to solve problems, seeks adult assistance (“Can we take turns?”). Share materials and toys with other children. Initiate more complex cooperative play, with three or more children, for extended periods of time. Play games with rules, with assistance (adult teaches a simple board game and then children play). Play different roles and makes plans with children (leader, follower, dad, baby). Complete projects with other children (children make a fort with sheets. The fort changes often.). Use multiple strategies to solve problems (attempts to communicate and then seeks assistance).	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.

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Demonstrate understanding of others' intentions or motives ("You wanted my toy because yours broke.").	
Goal 11: Children demonstrate awareness of behavior and its effects	
Birth to 9 months Respond by quieting, smiling, cooing at loved ones and others. Engage in simple back and forth playful interactions with parent/caregiver. Explore face and other body parts of others (touch caregiver ears, hair, hands). Vocalize to caregivers for assistance, attention or need for comfort.	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs. **ATL 1b Attention & Persistence: Persists** ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.
9 to 18 months Repeat actions many times to cause a desired effect (smile because it makes parent or caregiver smile and laugh). Show understanding that characters from books are connected with certain actions or behaviors (animal books and animal sounds). Recognize that certain adult actions are associated with expected behavior (I am supposed to go to sleep when an adult puts me in bed).	**SED 4b Problem-Solving: Responsible decision-making** SED 4b.2 Responds to simple guidance on safe and kind choices. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
18 to 36 months Show understanding that playing with objects will get adult's attention, which includes both desirable and forbidden objects.	**SED 4b Problem-Solving: Responsible decision-making** 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".

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Learn consequences of behavior, but may not understand why the behavior justifies the consequence (put away toy toddler is using to hit the wall, but doesn't understand why). Recognize that behaving with challenging ways will cause corrective action or unhappiness from adults.	
36 to 60+ months Show empathy for physically hurt or emotionally upset child. Describe other children's positive, thoughtful, kind behaviors. Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now."). Ask "why" questions about behavior he/she sees. Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively. Describe how own actions make others feel and behave. Explain his/her response to others' actions and feelings ("I gave him a hug because he was sad."). Cooperate with peers to complete a project with little conflict. Guess how own and others' behavior will influence responses.	**SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as "If I throw my toy, it might break". SED 4b.6 Considers others' feelings when making decisions. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.4 Explains how and why someone may be feeling a certain emotion.
Goal 12: Children participate positively in group activities	
Birth to 9 months Look at, reach out, or explore others and shows recognition by smiling, reaching, and/ or making sounds.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.

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Focus briefly on other children and adults in family and community gatherings.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.1 Attends to others in immediate environment.
9 to 18 months Express joy with other children or when a familiar adult is present. Begin to participate in simple play, side by side with other children. Show increasing interest in family and community gatherings.	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.1 Attends to others in immediate environment. SS 2a.2 Participates in communal activities.
18 to 36 months Follow family routines (meal time behavior). Show increasing excitement about being in the company of loved ones or trusted adults. Begin to share and take turns, with assistance. Participate in group games (chase, pretend play).	**ATL 2b Flexibility & Play: Engages in play** 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. **SED 3c Social relationships: Participates cooperatively in groups** 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. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
36 to 60+ months Seek out other children to play with. Notice and comment on who is absent from group settings. Identify self as a member of a group (family, culture, school).	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. **SED 3c Social relationships: Participates cooperatively in groups**

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Use play to explore, practice and understand social roles. Join a group of other children playing, with adult encouragement.	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.
Goal 13: Children adapt to diverse settings	
Birth to 9 months Actively observe surroundings. Show recognition of a new setting by changing behavior (look to parent for response). Explore new settings with guidance from caregiver.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.1 Reacts to changes in tone of voice or expression. **SS 3a Geography: Identifies types of places** SS 3a.1 Responds to changes in the immediate environment.
9 to 18 months Begin to separate from primary caregiver in familiar settings outside home. Begin to explore and play in a range of familiar settings. Initiate simple social interactions with peers.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.1 Reacts to changes in tone of voice or expression. SED 2b.2 Participates in familiar routines and transitions with support. **SS 3a Geography: Identifies types of places** SS 3a.1 Responds to changes in the immediate environment. SS 3a.2 Recognizes familiar places.
18 to 36 months Separate from primary caregiver in familiar settings outside home. Ask questions or acts in other uncertain ways in unfamiliar settings and environments. Explore and play in a range of familiar settings.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. **SS 3a Geography: Identifies types of places** SS 3a.2 Recognizes familiar places. **SED 3a Social relationships: Develops relationships with adults**

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Show comfort in a variety of places with familiar adults (home, community events, store, playground).	SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
36 to 60+ months Explore objects and materials and interact with others in a variety of group settings. Make smooth transitions from one activity/ setting to the next during the day, with guidance. Adjust behavior to different settings. Express anticipation of special events in different settings. Adjust to a variety of settings throughout the day. Anticipate diverse settings and what will be needed in them, with assistance (“We are going to the library, so I will need the books.”).	**SED 2b Self-Regulation: Follows routines and transitions** 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.
Goal 14: Children demonstrate empathy for others	
Birth to 9 months Watch and observe adults and children. Smile when they see a smiling face. May cry when another child cries. With assistance begin to notice animals and plants in nature/outdoors.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
9 to 18 months Look sad or concerned when another child is crying or upset. May seek adult help or offer a toy or blanket to comfort child.	**SED 3d Social relationships: Identifies and respects emotions of others** 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.

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Begin to help other children who are sad or hurt. Begin to explore plants, flowers and other living things through senses (touching, seeing, tasting, smelling, hearing).	SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
18 to 36 months Notice other children who are happy or sad. Demonstrate awareness of feelings during pretend play (comfort a crying baby doll). Name emotions experienced by self and others. Express how another child might feel (“She is crying and must be sad.”). Express interest and excitement about animals and other living things.	**SED 3d Social relationships: Identifies and respects emotions of others** 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.
36 to 60+ months Notice and show concern for another child’s feelings. Adopt a variety of roles and feelings during pretend play. Care for and doesn’t destroy plants, flowers and other living things with guidance. Act kindly and gently with safe, child-friendly animals. Describe how another child feels (“I think her feelings are hurt because I was picked to help rake leaves.”). Comfort family members or friends who are not feeling well or are upset.	**SED 3d Social relationships: Identifies and respects emotions of others** 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.

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Express excitement about special events and accomplishments of others. Be able to adjust plans in response to injured peer or animal (“I know we can’t go to the gym today because David hurt his leg.”).	
Goal 15: Children recognize, appreciate, and respect similarities and differences in people	
Birth to 9 months Focus on primary caregivers, family for periods that grow longer as the child ages. Distinguish primary caregivers from others. Track activity of other children and move toward others. May reach out to touch other children’s face, hair, etc	**SS 1c Culture & Community: Respects diversity** SS 1c.2 Explores people and their features, either in person or in pictures. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
9 to 18 months Observe body parts and self in mirror. Focus attention on others. Notice others’ physical characteristics. Interact with others who are of different ethnic and cultural backgrounds, of different gender, speak other languages or have special needs.	**SS 1c Culture & Community: Respects diversity** SS 1c.2 Explores people and their features, either in person or in pictures.
18 to 36 months Begin to play in presence of other children. Ask simple questions about other children.	**SS 1c Culture & Community: Respects diversity** SS 1c.2 Explores people and their features, either in person or in pictures.

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36 to 60+ months Identify gender and other basic similarities and differences between self and others. Compare similarities or differences of others (hair color, skin color). Develop awareness, knowledge and appreciation of own gender and cultural identity. Begin to include other children in her/his activities who are of a different gender, ethnic background, who speak other languages, or have special needs. Ask questions about others' families, language, ethnicity, cultural heritage, physical characteristics. Shows concern about fairness within peer group. Recognize others' abilities in certain areas (Maria is a fast runner). Name and accept differences and similarities in preferences (food likes/dislikes and favorite play). Notice that children might use different words for the same object. Explore a situation from another's perspective.	**SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others. 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. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.5 Describes and compares preferences of self and others.
Goal 16: Children show awareness of their unique self	
Birth to 9 months Vocalize to caregivers for assistance, attention, or need for comfort. Explore own body (observes hands, reaches for toes).	**SED 1a Self-Awareness: Knows self and expresses confidence** 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. **SED 1b Self-Awareness: Expresses needs and preferences**

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Explore the face and other body parts of others (touches caregivers' ears, hair, hands). Listen and respond by quieting, smiling, cooing, gestures, or vocalizations when name is spoken. Show preference for primary caregivers. Identify familiar objects (bottle, blanket.) Smile at self in mirror. Notice and explore hands, eventually becoming aware they are attached and they can be controlled to do things. Point or moves toward desired people or objects. Play with one object more often than others. Repeat a motion or noise to see if outcome is the same. Indicate preferences by accepting or refusing certain foods.	SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.1 Reaches for a familiar object or toy.
9 to 18 months Respond with head turn, gesture or vocalization when name is spoken. Respond or come when called by a familiar adult. Show awareness of self in voice, mirror image, and body. Attempt to complete basic daily living tasks (eating, getting dressed). Show preference for familiar adults and peers.	**SED 1a Self-Awareness: Knows self and expresses confidence** 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. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.

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Point or move toward desired people or objects. Repeat a motion or noise to see if outcome is the same. Protest when does not want to do something (arch back when doesn't want to sit in high chair). Respond to requests for action (claps for the song). Point to at least two body parts, when asked.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. **PD 4b Personal Care: Understands bodily functions** PD 4b.2 Points to body parts when prompted.
18 to 36 months Test limits and strive for independence. Recognize and call attention to self when looking in the mirror or at photographs. Identify self and uses own name when asked ("I am a boy." "My name is Rueben."). Show awareness of being seen by others (exaggerate or repeat behavior when notices someone is watching). Occupy self appropriately for brief periods of time (10 to 15 minutes). Identify objects as belonging to him or her. Point to and names some of own body parts. Show preference for familiar adults and peers. Make choices when given two to three options to choose (what clothes to wear).	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently.

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Show preference for favorite books, toys, and activities. Indicate preferences and intentions by answering yes/no questions (“Are you done with that?” “Are you still using it?” “Can José use it now?”).	
36 to 60+ months Describe self as a person with a mind, a body, and feelings. Refer to self by first and last name and use appropriate pronouns (I, me) rather than referring to self in third person. Choose individual activities (doing puzzles, painting). Participate in pretend play, assuming different roles. Describe family members and begin to understand their relationship to one another. Show awareness of own thoughts, feelings, and preferences. Describe own basic physical characteristics. Try to get his/her way and express clear preferences. Test abilities through trial and error. Test limits set by caregiver. Develop awareness, knowledge, and appreciation of own gender and cultural identity.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents. **SED 1b Self-Awareness: Expresses needs and preferences** 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. SED 1b.6 Expresses and advocates for one’s needs or personal preferences. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. **SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings.

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Identify feelings, likes and dislikes, and begin to be able to explain why he/she has them. Share information about self with others. Know some important personal information (family's name, street name). Play alone and with others, and enjoy him or herself. Accept responsibilities and follow through on (helps with chores). Request quiet time and space. Describe self, using several physical and behavioral characteristics ("I am tall and I can reach up high."). Describe own skills and abilities in certain areas ("I like to paint."). Suggest games and activities that demonstrate own preferences and abilities (sets up a game of catch). Notice different preferences between self and others ("I like to play with dolls and she likes to play with toy animals.").	
Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment	
Birth to 9 months Repeat a sound or gesture that creates an effect (repeatedly shakes a rattle). Recognize that adults respond to his/her needs when expressed (is picked up when arms are raised toward adult).	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs.

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Explore environment, at first in close contact with caregiver and then farther away from caregiver as child grows. Smile when succeeding in a task/activity.	
9 to 18 months Explore environment at increasing distances from caregiver, returning for reassurances. Look to caregiver when accomplishing new tasks (standing or walking). Give objects or toys to others (pick up ball, then reach to give it to caregiver). Smile and express joy when succeeding in a task/activity.	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently.
18 to 36 months Want to take care of self. Recognize own accomplishments. Show completed projects (drawing, pile of blocks) to caregiver. Act as though she/he is capable of doing new tasks and activities (copies use of adult tools, tries to sweep the floor with an adult-sized broom). Seek help after trying something new or challenging.	**ATL 1b Attention & Persistence: Persists** ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
36 to 60+ months Express delight with mastery of a skill (“I did it myself.”).	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.

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Ask others to view own creations (“Look at my picture.”). Demonstrate confidence in own abilities (“I can climb to the top of the big slide!”). Express own ideas and opinions. Enjoy process of creating. Take on new tasks and improve skills with practice (catching a ball). Express delight over a successful project and want others to like it too. Start a task and work on it until finished.	ATL 1b.5 Begins to persist on a challenging activity with teacher support. **SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. **SED 1c Self-Awareness: Completes tasks independently** 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.
Goal 18: Children understand and follow rules and routines	
Birth to 9 months Develop increasing consistency in sleeping, waking, and eating patterns. Participate in routine interactions (quiet body when picked up, cooperates in dressing). Anticipate routine interactions (lift arms toward caregiver to be picked up).	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.
9 to 18 months Engage in some regular behaviors (sing or babble self to sleep, goes to high chair to be fed.) Follow some consistently set rules and routines.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.

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Anticipate and follows simple routines, with reminders and assistance (help to pick up and put away blocks at clean-up time). Begin to understand that change in activities, settings, and routines are part of the day and can be managed with adult support.	
18 to 36 months Test limits and strive for independence. Anticipate and follow simple routines, with reminders and assistance (wash hands and help set table at snack time, help to pick up and put away blocks at clean-up time). Anticipate and follow simple rules, with reminders (expect to be buckled up when he/she gets in car seat). Accept transitions and changes in routines with adult support. Anticipate consequences for not following rules.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”.
36 to 60+ months Participate easily in routine activities (meal time, snack time, bedtime). Follow simple rules without reminders (handles toys with care). Demonstrate increasing ability to use materials purposefully, safely, and respectfully. Adapt to changes in daily schedule. Predict what comes next in the day, when there is an established and consistent schedule.	**SED 2b Self-Regulation: Follows routines and transitions** 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. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.

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Manage transitions and adapt to changes in schedules and routines with adult support. Engage in and complete simple routines without assistance (puts coat on to go outside to play). Follow rules in different settings (lower voice when enters library). Explain simple family or classroom rules to others. Manage transitions and adapt to changes in schedules and routines independently.	
Goal 19: Children regulate their feelings and impulses	
Birth to 9 months Signal needs with sounds or motions (cry when hungry or reach for wanted object of comfort). Relax or stop crying when comforted (when swaddled or spoken to softly). Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket). Communicate need for support or help from adults (hold out arms when tired).	**SED 2a Self-Regulation: Manages feelings and behavior** 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.
9 to 18 months Look to or seek comfort when distressed and accept comfort from a familiar adult. Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).	**SED 2a Self-Regulation: Manages feelings and behavior** 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.

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18 to 36 months Show developing ability to cope with stress and or strong emotions such as getting familiar toy or blanket, or seeking caregiver support. Name some emotions (happy, excited, sad, mad, tired, angry, scared). Begin to control impulses (say “no” when reaching for forbidden object; restrains self from stepping on a book on the floor).	**SED 2a Self-Regulation: Manages feelings and behavior** 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.
36 to 60+ months Express strong emotions constructively, at times with assistance. Recognize own feelings and desire to control self, with assistance. Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset). Wait for turn and sometimes show patience during group activities. Stick with difficult tasks without becoming overly frustrated. Express self in safe and appropriate ways (express anger or sadness without fights.) Show ability to control destructive impulses, with guidance. Seek peaceful resolution to conflict. Stop and listen to instructions before jumping into activity, with guidance.	**SED 2a Self-Regulation: Manages feelings and behavior** 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.
Goal 20: Children express appropriately a range of emotions	
Birth to 9 months	**SED 1d Self-Awareness: Identifies emotions**

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Cry, use other vocalizations, facial expressions, or body language to express emotions and to get needs met. Frown in response to discomfort or inability to do something. Smile, wave, or laugh in response to positive adult interaction.	SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
9 to 18 months Respond to emotional cues and social situations (cry when other babies cry). Smile, wave, or laugh in response to positive adult interaction.	**SED 1d Self-Awareness: Identifies emotions** 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.
18 to 36 months Recognize and express emotions towards familiar people, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means. Name emotions (happy, excited, sad, mad, tired, scared). Learn about own feelings and that it is ok to feel silly, sad, angry, and all other emotions.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings.
36 to 60+ months Name and talk about own emotions. Use pretend play to understand and respond to emotions. Associate emotions with words and facial expressions. Express a broad range of emotions across settings, during play and interactions with peers and adults.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings.

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Share own excitement with peers, caregivers, and adults. Acknowledge sadness about loss (change in caregiver, divorce, or death). Not inhibit emotional expression (cry when feeling sad; name some levels of emotion such as frustrated or angry).	
Goal 21: Children demonstrate awareness of family characteristics and functions	
Birth to 9 months Kick legs and squeal when familiar adult appears. Initiate contact with caregivers. Develop and maintains trusting relationships with primary caregiver.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers.
9 to 18 months Show affection (hugs and kisses) to familiar adults. Address at least two family members by name. Recognize immediate family members in photographs.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets.
18 to 36 months Recognize family members by voice. Know own first and last names. Recognize role within own home (“Daddy cooks supper and mommy washes the dishes.”). Pretend to nurture a doll by feeding and talking to it.	**SS 1a Culture & Community: Identifies community and family roles.** 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.

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Give names to toys and dolls that reflect family and circle of friends. Identify boys and girls. Recognize that family members' hunting will provide for family. Comply with simple two-part requests that involve waiting ("Eat your breakfast and then we'll play with the blocks.").	
36 to 60+ months Recognize extended family members (cousins, aunts, uncles). Talk about how other children have different family compositions. Quickly adjust to a new rule (lining up inside the building rather than outside when the weather gets colder or it rains).	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. **SS 1c Culture & Community: Respects diversity** SS 1c.6 Explains and celebrates how individuals, families or cultures differ.
Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles	
Birth to 9 months Begin to watch other children. Reach out to touch other children or grab their toys.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers.
9 to 18 months Recognize the names of other children. Recognize family members of other children. Begin to participate in simple parallel play with other children.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets.

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18 to 36 months Identify the possessions of other children. Show interest in peers by including them in play, referring to them by name. Recognize that different people have different roles and jobs in the community. Show interest in community workers (garbage collector, Village Public Safety Officer, mail carrier, health aid). Participate in family routines.	**SS 1a Culture & Community: Identifies community and family roles.** 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.
36 to 60+ months Recognize others' capabilities in specific area ("That woman is good at fixing cars."). Identify some types of jobs and some of the tools used to perform those jobs. Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.").	**SS 1a Culture & Community: Identifies community and family roles.** 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. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.
Goal 23: Children demonstrate civic responsibility	
Birth to 9 months Look to caregivers for assistance and guidance.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.1 Attends to others in immediate environment.
9 to 18 months Follow simple directions. Try out roles and relationships through imitation (smile at self in mirror, plays peek-a-boo).	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.1 Attends to others in immediate environment. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.

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Request assistance when needed.	
18 to 36 months Try out roles and relationships through dramatic and pretend play. Begin to recognize that there may be different rules in different places (school rules may be different from those at home). Help adult with simple chores. Follow adult directions when given simple guidance. Comply with simple two-part requests that involve waiting (“Eat your breakfast and then we’ll play with the blocks.”).	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.2 Participates in communal activities. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
36 to 60+ months Show awareness of group rules (wait before painting because the easels are full). Help to make rules for free choice play (“Only four people at the sand table.”). Follow rules while playing games and reminds others of the rules. Respond to another child’s needs by sometimes giving and sharing. Notice if another child is missing an essential article needed to participate in the group (other child does not have crayons to draw with). Invite other children to join groups or other activities.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. **SED 3c Social relationships: Participates cooperatively in groups** 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. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.

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With adult support, avoid imitating the negative behavior of another child. With adult reminders, waits to communicate information in a group. Exhibit positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs.	
Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures	
Birth to 9 months Demonstrate an interest in themselves (observing themselves in a mirror, looking at their own hands and feet). Use gestures to communicate their interest in objects and people. Smile when someone familiar smiles at them. Focus their attention on others and engage in interactions. Kick their legs or reach with their arms when they see a familiar person. Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers. **SS 1c Culture & Community: Respects diversity** SS 1c.2 Explores people and their features, either in person or in pictures.
9 to 18 months Look to caregivers for assistance, guidance, and safety. Distinguish among familiar and unfamiliar people.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
18 to 36 months	**SS 1a Culture & Community: Identifies community and family roles.**

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“Chat” with family members, although only half of the words they use may be recognizable. Identify known people in photographs. Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help. Identify basic similarities and differences between themselves and others.	SS 1a.3 Identifies familiar people and pets. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
36 to 60+ months Follow rules and understand that there may be different rules for different places. Share information about their family and community. Identify themselves as members of a family or classroom. Create art that contains realistic elements (pointing to one of their drawings and saying “This is my house.”). Engage in pretend play and act out different settings or events that happen at home (being a doll’s “Daddy” or using a spoon to feed a doll). Demonstrate an understanding of the rights and responsibilities in a group (following simple classroom rules, participating in classroom clean-up). Demonstrate an awareness of and appreciation for personal characteristics (“That man is nice.”, “She has red hair.”).	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.
Domain 3: Approaches to learning	

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Goal 25: Children show curiosity and interest in learning	
Birth to 9 months Show interest in people by changing behavior. React to new voices or sounds by turning in the direction of sound. Show interest, explore, manipulate, or stare at new objects in the environment. Use all senses to explore the environment (reaching out to touch rain).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials.
9 to 18 months Engage familiar adults and children in interactions (smiling, approaching, not withdrawing). Express desire to feed self. Select a book, toy, or item from several options. Point to desired people, places, objects and take action. Show likes and dislikes for activities, experiences, and interactions. Actively resist items or actions that are unwanted.	**SCI 1b Investigation & Inquiry: Observes, describes and records** 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. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes.
18 to 36 months Explore the immediate environment (ask about a new object he/she finds, actively search through collection of toys). Ask simple “wh” questions (why, what, where). Try new ways of doing things and begin to take some risk.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.

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Initiate play with others. Choose one activity over another and pursue it for a brief period of time. Show interests in wanting to take care of self (dressing). Initiate activities at caregivers' suggestions. Seek and take pleasure in both new and repeated skills and experiences.	SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. **ATL 1b Attention & Persistence: Persists** ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
36 to 60+ months Ask others for information ("What is that?" "Why is the moon round?"). Use "Why" to get additional information. Develop personal interests (trains, farm animals). Ask a peer to join in play. Join a play activity already in progress. Select new activities during play time (select characters for dress-up). Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience). Engage in discussions about new events and occurrences ("Why did this happen?") Ask questions about changes in his/her world.	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.

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Look for new information and want to know more about personal interests. Develop increasing complexity and persistence in using familiar materials. Form a plan for an activity and act on it. Tell the difference between appropriate and inappropriate (or dangerous) risk-taking.	
Goal 26: Children persist when facing challenges	
Birth to 9 months Establish eye contact with caregiver(s). Recognize caregivers and show emotion. Examine a face, toy, or rattle for brief period of time. Repeat simple motions or activities (swats at mobile, consistently reaches for objects).	**ATL 1b Attention & Persistence: Persists** ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
9 to 18 months Remember where favorite items are stored. Attempt in self-help activities. Try different ways of doing things. Focus on caregiver, material or toy (such as a book) for short periods of time.	**ATL 1b Attention & Persistence: Persists** ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing. **SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.

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18 to 36 months Show interest in favorite activities over and over again. Complete simple projects (3- to 5-piece puzzle, stacking blocks on top of one another). Continue to try a difficult task for a brief period of time (build a block structure for 3 to 5 minutes). Insist on some choices (what to wear, completing a project). Seek and accept assistance when encountering a problem. Listen and participate in story time (turning pages of book, using hand motions such as clapping at appropriate times).	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. **ATL 1a Attention & Persistence: Attends** ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.
36 to 60+ months Focuses on tasks of interest to him/her. Remains engaged in an activity for at least 5 to 10 minutes at a time. Completes favorite tasks over and over again. Persists in trying to complete a task after previous attempts have failed (finish a puzzle, build a tower). Uses at least two different strategies to solve a problem. Participates in meal time with few distractions. Works on a task over a period of time, leaving and returning to it (block structure).	**ATL 1b Attention & Persistence: Persists** 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. ATL 1b.6 Persists on a challenging activity independently. **ATL 1a Attention & Persistence: Attends** 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. ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions.

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Shifts attention back to activity at hand after being distracted. Focuses on projects despite distractions. Accepts reasonable challenges and continues through frustration. Cooperates with a peer or adult on a task.	
Goal 27: Children demonstrate initiative	
Birth to 9 months Engage in and actively explore new and familiar surroundings. Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.1 Reaches for a familiar object or toy. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
9 to 18 months Express desire to feed self. Select a book, toy, or item from several options. Show likes and dislikes for activities, experiences, and interactions.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.1 Begins to recognize choices, such as reaching for a toy when multiple options are available.
18 to 36 months Try new ways of doing things and begin to take some risks. Initiate play with others.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. **SED 1b Self-Awareness: Expresses needs and preferences**

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Choose one activity over another and pursue it for a brief period of time. Propose an idea for how to spend time. Show interest in wanting to take care of self (e.g., dressing). Initiate activities at caregivers' suggestions. Seek and take pleasure in both new and repeated skills and experiences. Pretend to be in new and familiar places with new and familiar roles.	SED 1b.4 When given two to three options, chooses their most desired option. **ATL 1b Attention & Persistence: Persists** ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
36 to 60+ months Ask a peer to join in play. Join a play activity already in progress, with assistance. Select new activities during play time (select characters for dress-up). Offer to help with chores (sweeping sand from the floor, helping to clean up spilled juice). Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience). Make decisions about what activity or materials to work with from selection offered.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option.
Goal 28: Children approach daily activities with creativity and Imagination	
Birth to 9 months	**CA 4a Drama: Participates in dramatic and symbolic play**

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Inspect own hands and feet by mouthing. Mouth, shake, bang, drop, or throw objects. Change behaviors and responses based on other's expressions and motions.	CA 4a.1 Imitates simple movements and facial expressions. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials.
9 to 18 months Imitate action observed in another situation (try to stack blocks after watching another child stack blocks, bang on surface after watching drumming at a cultural event). Use items differently and creatively (a bucket is turned upside down to build a tower base or to be a drum). Play with dolls, stuffed animals, puppets. Pretend one object is really another (use a wood block as a telephone).	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.1 Responds to props or puppets. CA 4b.2 Mimics the use of familiar objects.
18 to 36 months Invent new uses for everyday materials (bang on pots and pans). Approach tasks experimentally, adapting as the activity evolves. Display an understanding of how objects work together (get the dustpan when adult is sweeping the floor). Enjoy opportunities for pretend play and creating things ("cooking" dinner for adult, feeding pretend food to adult). Pretend and use imagination during play.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

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Use creative language to describe events. Build with blocks and other manipulatives. Play with dolls, costumes and acts out animal roles. Pretend to be in new and familiar places with new and familiar roles. Create an art project and with a simple story to accompany the artwork.	
36 to 60+ months Invent new activities or games. Use imagination to create a variety of ideas. Create acceptable rules for group activities. Make up words, songs, or stories. Express ideas through art construction, movement, or music. Engage in extensive pretend play that includes role play (play “house” or “explorers”). Investigate and experiment with materials. Represent reality in a variety of ways (pretend play, drawing). Invent projects and work on them. Engage in role play.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. **CA 1a Music: Expresses through music** CA 1a.6 Communicates ideas by creating rhythm or melody. **CA 2a Dance & Movement: Expresses through dance** CA 2a.6 Expresses ideas, feelings and stories through creative movement. **CA 3a Visual Arts: Expresses through 2D and 3D visual art**

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	CA 3a.6 Creates art to represent an idea or object. Explains how it was made.
Goal 29: Children learn through play and exploration	
Birth to 9 months Track people and objects by moving his/her head as adult or object moves. Behave in consistent ways to elicit desired response (kick a mobile). Play games with primary caregiver that involves repetition (peek-a-boo). Experiment to see if similar objects will cause similar responses (shake a stuffed animal in the same way as a rattle to hear noise). Use senses to explore objects and toys.	**SCI 1b Investigation & Inquiry: Observes, describes and records** 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. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **M 5 Patterns: Copies, creates and extends patterns** M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.
9 to 18 months Behave in consistent ways to elicit desired response (kick a mobile). Play games with primary caregiver that involve repetition (peek-a-boo). Experiment to see if similar objects will cause similar responses (shake stuffed animal in the same way as a rattle to hear noise). Display recognition and excitement about game or toys from previous day. Apply knowledge to new situations (bang on bucket instead of drum).	**SCI 1b Investigation & Inquiry: Observes, describes and records** 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. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **M 5 Patterns: Copies, creates and extends patterns** M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.
18 to 36 months	**SCI 1b Investigation & Inquiry: Observes, describes and records**

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Substitute similar objects (stack boxes like blocks). Realize that behaviors can precede events (“If mom or dad put the pot on the stove, she/he is going to cook something to eat.”). Alter behavior based on a past event and builds on it (hand-washing prior to mealtime). Relate an experience today to one that happened in the past (hand-washing prior to mealtime).	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. **SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
36 to 60+ months Tell others about events that happened in the past. Represent things in environment with available materials, moving from simple to complex representations (recreate pictures of a house, bridge, road with blocks). Think out loud and talk through a situation. Work out problems mentally rather than through trial and error. Use a variety of methods to express thoughts and ideas (discussion, art activities). Demonstrate long-term memory of meaningful events and interesting ideas. Describe or act out a memory of a situation or action. Seek information for further understanding.	**SCI 1b Investigation & Inquiry: Observes, describes and records** 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. **SED 4a Problem-Solving: Solves problems** SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences. **SS 4 History & Sense of Time: Develops sense of time** 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. SS 4.6 Retells historical, fictional or past events or stories.

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Use multiple sources of information to complete projects and acquire new information, with assistance. Plan activities and set goals based on past experience. Demonstrate beginning understanding of what others are thinking, their intentions, or motivations.	
Domain 4: Cognition and general knowledge	
Goal 30: Children gain reasoning and critical thinking	
Birth to 9 months Bang a block (or other object) on the floor repeatedly to hear the sound it makes. Explore objects and materials in different ways (mouthing, reaching for, or hitting, banging, and squeezing them). After repeated experiences with the same objects and persons, sometimes remembers that unseen objects are still there (remembering that a pacifier is under the blanket). Shake different toys to see if they make a noise (stuffed animal, rattle).	**SCI 1b Investigation & Inquiry: Observes, describes and records** 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. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
9 to 18 months Show he/she understands cause-and-effect relationships (pushing on a toy truck and watching it roll away). Stacks and then knocks down towers and then stacks them up again. Explore small openings and looks for items to put in the openings, including their fingers.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **ATL 1b Attention & Persistence: Persists**

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Remember where to find favorite toys, pacifier, blanket. Show an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal. Use objects as intended (pushes buttons on toy phone, drinks from cup). Understand how familiar objects are used in combination (spoon in bowl, socks on feet). Distinguish sounds and combinations of sounds. Follow the edge of objects in space, such as a blanket, bed, or room. Recognize different facial expressions.	ATL 1b.2 Repeats actions to gain a result. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.1 Tries to put one object inside another. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.2 Begins to use simple toys purposefully.
18 to 36 months Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (rolling a car down a ramp repeatedly). Explore cause and effect by repeating an action and observing the reaction (rolling a car down a ramp repeatedly). Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them. Make simple decisions, takes action, and observes the impact of their actions on others (pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts). Engage in pretend play and games requiring several sequential actions (playing kickball, which requires kicking a ball, running, and then stopping at a base).	**SCI 1b Investigation & Inquiry: Observes, describes and records** 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. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.

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Treat objects differently as they begin to understand similarity and difference (squeezing stuffed animals and throwing balls).	
36 to 60+ months Explore cause-and-effect relationships (rolling two different cars down a ramp and observing the different distances traveled). Recognize and labels aspects of an event (long, fun). Compare experiences, with adult assistance (recalls and compares play times with different children). Use comparative words (“Now the music is faster.” “The soup is hotter than the juice.”). Solve simple problems without trying every possibility (putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn’t topple). Use previous experiences to make plans before attempting to solve some problems (using a wagon to gather toys into one spot rather than trying to carry them all by hand). Explain reasoning behind a strategy or choice and why it did or didn’t work. Try out different solutions to problems (trying to staple pieces of paper after unsuccessfully trying to tape them together). Remember past experiences in the correct order and includes relevant details. (“How did the peddler feel when the monkeys didn’t give him back his caps?”).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets. **SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.
Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges	

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Birth to 9 months Reach for a toy or object that has rolled away. Seek assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures.	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs.
9 to 18 months Use objects as a means to an end (uses a bucket to transport blocks from one room to another, uses spoon to reach for food). Solve simple problems independently (by climbing to retrieve an out-of-reach object).	**SED 4a Problem-Solving: Solves problems** 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. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.2 Begins to use simple toys purposefully.
18 to 36 months Make plans before attempting to solve a simple problem. Understand actions in sequence (saying “goodbye” and then leaving, or asking for music and then dancing). Put two actions together in sequence (grabbing a large ball and rolling it). Know where things are kept in familiar environments. Successfully follow two-step directions.	**SED 4a Problem-Solving: Solves problems** 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.
36 to 60+ months Find their own solution or agree to try someone else’s idea for a problem (accepting a suggestion to secure a tower’s greater stability by building it on a wood floor rather than on a thick rug).	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **ATL 2a Flexibility & Play: Shows flexibility**

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Successfully follow three-step directions. Retells a familiar story in the proper sequence, including such details as characters, phrases, and events. Follow detailed, multi-step directions.	ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.
Goal 32: Children use symbols to represent objects	
Birth to 9 months Locate an object that has been hidden from view.	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.
9 to 18 months Recognize people, animals, or objects in pictures or photographs.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures.
18 to 36 months Find objects after they have been hidden nearby. Draw or scribble and explain the drawing. Experiment with new uses for familiar objects. Provide a simple description of a person or object that is not present (child barks when asked what noise the dog makes). React to mental images of objects or events (claps hands when told aunt/uncle is coming to visit). Identify symbols for familiar objects correctly (photo of dog).	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
36 to 60+ months	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

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Provide more complex description of a person or object that is not present (the dog is black, soft, and runs around; child gestures to show how big). Use symbols or pictures as representation for talking. Use objects to represent real items in make-believe play (card becomes camera). Recognize objects, places, and ideas by symbols (recognizes which is the men's or women's restroom by looking at the doors). Use physical objects to demonstrate vocabulary (creates two piles of blocks, one with "more" blocks, one with "less"). Represent simple objects through drawings, movement, mime, three-dimensional constructions.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
Goal 33: Children can distinguish between fantasy and reality	
Birth to 9 months Make animal sounds.	**CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.1 Responds to props or puppets.
9 to 18 months Begin make-believe play (rocking or feeding a baby doll).	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects.
18 to 36 months Play make-believe with props (dolls, stuffed animals, blocks). Create an imaginary friend.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. **CA 4b Drama: Uses and creates props to represent other objects or ideas**

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React to people in costume as if they are the characters they portray. React to puppets as if they are real.	CA 4b.2 Mimics the use of familiar objects.
36 to 60+ months Take on pretend roles and situations, using the appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds). Engage in complex make-believe play, theme-oriented play that involves multiple characters and settings). Make connections between characters in books, stories, or movies, with people in real life. Question the reality of characters in books, family and traditional oral stories. Explain if a story is real or make-believe when prompted. Understand and express when fantasy is influencing actions ("I was just pretending to do that."). Recognize that some characters, places, and objects in stories, movies, television shows are not real.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. CA 4b.6 Uses a combination of real and imaginary props or characters to play out multiple scenes or events.
Goal 34: Children demonstrate knowledge of numbers and counting	
Birth to 9 months Understand the concept of "more" in reference to food or play. Hold two objects, one in each hand. Gesture for "more" when eating.	**M 1e Number Sense: Addition and subtraction** M 1e.1 Watches an adult add or take away toys.

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9 to 18 months Use words or gestures for action phrases (“all gone” and “more”). Recognize there are one or two of something. Demonstrate early one-to-one correspondence (filling containers with objects by dropping them in one at a time). Usually choose a set that has more of something they prefer over a set that has less, when given the option. Create larger and smaller sets of objects by grouping and ungrouping items (placing and removing rings on a vertical peg).	**M 1e Number Sense: Addition and subtraction** M 1e.2 Adds to and removes objects from a group as prompted. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.2 Uses one-to-one correspondence to match objects or pictures. **M 1d Number Sense: Number quantities and comparison** M 1d.2 Recognizes amounts up to two without counting.
18 to 36 months Understand that putting two sets of objects together makes more and taking sets of objects apart will make less. Add and subtract with sets of objects smaller than three. Begin to say or gesture the number two when asked how old they are. Put objects in accurate, one-to-one correspondence (placing one plastic egg into each indentation of an egg carton). Name their first number word, typically “two” (or holds up two fingers). Count up to five objects. Name and identify some written numerals. Identify numerals as being different from letters.	**M 1e Number Sense: Addition and subtraction** M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. **M 1a Number Sense: Verbally counts numbers** M 1a.2 Says or sings random numbers, may be out of order. M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. **M 1b Number Sense: Identifies and writes numerals** M 1b.2 Begins to identify numbers. Identifies the numeral 1. M 1b.3 Identifies numerals up to five. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. **M 1d Number Sense: Number quantities and comparison** M 1d.2 Recognizes amounts up to two without counting.

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Bring two treats when asked to get treats for two people. Count to ten (or in some way indicates a knowledge of words for the numbers from one to ten in sequence) with occasional errors.	M 1d.3 Recognizes amounts up to three without counting.
36 to 60+ months Quickly count objects up to four. Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five. Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors. Count to 10 from memory. Understand that the last number counted represents the number of objects in a set. Recognize and write some numerals up to 10. Solve simple word problems with totals of five or fewer items (know they will have a total of four pencils if they already have three and are given one more). Continue to count when another item is added to a set. Quickly name the number in a group of objects, up to 10. Use counting to compare two sets of objects and to determine which set has more, less, or the same as the other. Understand that adding one or taking away one changes the number in a group of objects by exactly one.	**M 1e Number Sense: Addition and subtraction** M 1e.4 Adds and subtracts by adding to or 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. **M 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty. **M 1b Number Sense: Identifies and writes numerals** 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. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted. **M 1d Number Sense: Number quantities and comparison** 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. 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.

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Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10. Verbally count beyond 20, demonstrating an understanding of the number pattern. Use strategies to count large sets of objects (more than 10). Know the number that comes before or after a specified number (up to 20). Recognize and order each written numeral up to 10. Solve simple word problems with totals of 10 or fewer items (know they will have nine grapes if they have seven and are given two more).	
Goal 35: Children demonstrate some knowledge of measurement: size, volume, height, weight and length	
Birth to 9 months Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.). Explore volume as they wrap their fingers around an object or an adult's finger. Explore weight as they pull a toy toward themselves. Explore speed by moving hands or legs.	**M 4a Measurement: Measures and estimates** 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.
9 to 18 months Notice size differences (if large) between two objects (pointing to the bigger ball).	**M 4a Measurement: Measures and estimates** 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.

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Use such words as “big” and “little” to differentiate sizes. Explore relative size by trying to squeeze a large object into a smaller container (putting a doll into doll stroller and then trying to fit themselves into the stroller).	
18 to 36 months Find and point to small objects (the tiny mouse on the pages of Goodnight Moon). Use words such as “big,” “small,” and “more.” Understand and use general measurement words, such as “big” and “hot.” Recognize when their food bowl is empty and gesture to indicate that, or say “more” or “all gone.” Notice when another child has more of something and gestures or verbalizes “want more”. Put groups of objects together and begins to subtract (share) objects by offering one or more to a friend or adult. Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch.”	**M 4a Measurement: Measures and estimates** 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.
36 to 60+ months Compare two small sets of objects (five or fewer). Make small series of objects (putting three or four objects in order by length).	**M 4a Measurement: Measures and estimates** 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.

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Recognize differences in measuring (when trying to pour the same amount of juice into three cups, looks to see if one cup has more than the others). Use multiple copies of the same unit to measure (seeing how many pillows make up pillow fort wall). Use comparative language (“shortest,” “heavier,” “biggest”). Build block buildings and include such structural features as arches and ramps. Order four or more items by decreasing or increasing (arranging a rock collection from the largest to the smallest). Use correct tools to measure different items (choosing a scale for weight and a cup for volume). Use measurement language (“This is three blocks long.”). Correctly add an object to an existing series (put longest block at end of row of increasing lengths).	**M 4b Measurement: Compares and orders** M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.
Goal 36: Children sort, classify, and organize objects	
Birth to 9 months Classify informally as they recognize items as similar (“Things I can hold”). Explore the size and shape of objects (banging, mouthing, dropping, etc.). Follow daily routines or patterns, such as being fed and then going to sleep.	**M 6 Classification: Sorts and graphs** M 6.1 Notices when two objects are similar in some way. **M 5 Patterns: Copies, creates and extends patterns** M 5.1 Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. **M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes.

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Enjoy and begin to anticipate repetition, such as playing a peek-a-boo game or hearing a familiar song each time they are diapered.	
9 to 18 months Identify objects or creatures by recognizing their similarities (canines are “doggies”; all felines are “kitties”). Place similar objects with each other (putting all of the dolls in one pile and all of the cars in another). Repeat some actions, such as filling and emptying containers. Make patterns by repeating songs and rhymes. Watch, bounce, or clap to rhythmic sounds or sing-alongs.	**M 6 Classification: Sorts and graphs** 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. **M 5 Patterns: Copies, creates and extends patterns** 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.
18 to 36 months Separate objects by a single feature (“all the red blocks go here”). Match simple geometric forms (circle, square, triangle). Notice when two things share similar attributes (cars and buses have wheels). Recognize and extend a simple repeating pattern (stomp/clap, stomp/clap). Match small and large objects (counting bears to make “Mommy and Baby” pairs). Copy an adult’s made-up verbal pattern (“me, me, moo”). Recognize patterns within stories and songs.	**M 6 Classification: Sorts and graphs** M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. **M 5 Patterns: Copies, creates and extends patterns** M 5.2 Notices things that repeat in the environment. M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns. **M 3 Shapes: Identifies shapes and their characteristics** M 3.2 Matches two identical shapes.

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36 to 60+ months Sort objects and then counts and compares them. Sort objects by one attribute into two or more groups (big, medium, and small). Classify everyday objects that go together (mittens, hats, coats). Copy, complete, and extend repeating patterns. Build block buildings and include such structural features as arches and ramps. Count only those objects in a group that have a specific attribute (all of the red cars in a picture). Place four or more objects or groups in order (number, length, etc.). Sort sets of objects by one characteristic, then sort by a different characteristic and explains the sorting rules (“These are all of the red ones, but these are all of the big ones.”). Replicate and extend simple patterns (adds yellow to patterns of different colored blocks). Combine shapes into patterns that make new shapes or complete puzzles (rearranging a collection of circles and variously sized rectangles to make the image of a person). Build complex block buildings, intentionally maintain such features as symmetry. Help child create his or her own patterns (“What would it look like if we sorted blocks by color?”).	**M 6 Classification: Sorts and graphs** M 6.4 After sorting objects by one feature, sorts again by a different feature. M 6.5 Sorts objects by more than one feature and explains why. M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each. **M 5 Patterns: Copies, creates and extends patterns** 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. **M 4b Measurement: Compares and orders** M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.

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Suggest different rules for sorting (put a different color spoon with each plate). Offer art projects that use shapes (“You can draw a house by putting a triangle on top of a square.”, “You can draw a rectangle for the door.”).	
Goal 37: Children collect information through observation and manipulation	
Birth to 9 months Turn head toward sounds or voices. Explore objects by holding, mouthing, dropping, etc. Observe objects in the environment briefly.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
9 to 18 months Use more than one sense at a time (uses sight, touch, and hearing by examining and shaking a toy). Use another object or person as a tool (expresses the desire to be picked up to reach something, use block to push buttons on a toy) .	**SCI 1b Investigation & Inquiry: Observes, describes and records** 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. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully.
18 to 36 months Use all five senses to examine different objects with attention to detail. Identify similarities or difference in objects. Systematically explore the world (notice different types of insects).	**SCI 1b Investigation & Inquiry: Observes, describes and records** 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.
36 to 60+ months	**SCI 1b Investigation & Inquiry: Observes, describes and records**

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Identify and distinguishe among senses (tastes, sounds, textures). Use non-standard tools (blocks, paper tubes) to explore the environment. Try new experiences provided by adults and describe observations (mixing soil and water to make mud). Seek information through observation, exploration, and conversations. Identify, describe, and compare objects.	SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.
Goal 38: Children make predictions and experiment	
Birth to 9 months Investigate new phenomena (reaches out to touch rain). Actively use one or more senses to explore the environment (touch, sight, smell, taste, hearing).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
9 to 18 months Express a sense of wonder about the natural world (reach for objects, put objects in mouth or rub on cheek, roll objects in hands, drop objects on floor).	**SCI 1b Investigation & Inquiry: Observes, describes and records** 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.
18 to 36 months Ask simple questions about the natural world (“Where did the rainbow go?”). Observe and/or manipulate objects and events to answer simple questions about the natural world.	**SCI 1b Investigation & Inquiry: Observes, describes and records** 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. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**

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Make guesses about what might happen based on past experience.	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. SCI 1a.4 When given a question, guesses a possible answer or outcome.
36 to 60+ months Ask questions and finds answers through active exploration. Make predictions and develops generalizations based on past experiences. Use vocabulary that show recognition of changes (such as sink, float, melt, freeze). Communicate information learned from exploration of the natural world (“We picked lots of berries.” “The snow was cold and wet.”) Make reasonable explanations, without assistance. Describe and discuss predictions, explanations, and generalizations based on past experiences.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Goal 39: Children observe and describe the natural world	
Birth to 9 months Respond to plants, animals, and other people in the environment (reach for caregiver, grab a flower, point and squeal at a dog). Observe sun and clouds.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** 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. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment**

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	SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.
9 to 18 months Explore characteristics of certain living things (pick up an earthworm, try to catch ants). Enjoy outdoor play. Enjoy playing with water, sand and mud.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** 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.
18 to 36 months Show understanding of how things grow and change. Comment on what it takes to make things grow (“The plant needs water.”). Ask questions about the earth. Identify weather (sun, rain, snow). Identify or labels earth’s materials (water, rocks, dirt, and leaves). Demonstrate curiosity about the natural environment by asking “Why” questions (Why is the flower red?”).	**SCI 2a Natural & Earth Science: Understands living and nonliving things** 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. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment** SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.
36 to 60+ months Identify things as living or non-living based on their characteristics (breathes, moves, grows). Describe characteristics of plants, animals, and people (“That tree grew really tall!”).	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.

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Show understanding of changes in living things (plants, spider webs). Ask questions about growth and change in plants and animals. Investigate properties of rocks, dirt and water. Recognize and provide simple descriptions of the state of matter (“Water is wet.”). Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds. Discuss changes in the weather and seasons, using common weather-related vocabulary (rainy, sunny, windy).	**SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment** SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.
Goal 40: Children differentiate between events that happen in the past, present, and future	
Birth to 9 months Begin to show he/she expects familiar routines. Recognize the beginning and end of an event (claps at the end of a song).	**SS 4 History & Sense of Time: Develops sense of time** SS 4.2 Indicates the beginning or ending of an event.
9 to 18 months Show anticipation for regularly scheduled daily events. Recall information about the immediate past (after eating, says “All done!”).	**SS 4 History & Sense of Time: Develops sense of time** SS 4.2 Indicates the beginning or ending of an event.
18 to 36 months Remember and communicate what happened earlier in the day. Recall basics of recent events (are able to follow a daily routine).	**SS 4 History & Sense of Time: Develops sense of time** 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.

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Anticipate recurring events in typical routines (“After I eat lunch, I will hear a story.”). Connect new experiences to past experiences. Experiment with general terms related to the elements of time (“Today we are going to Grandma’s”). Make predictions about what might happen in the future.	
36 to 60+ months With support, retell or reenact familiar stories, including such details as characters, phrases, and events. Demonstrate an awareness of important activities that are “coming up” or “in the near future” (keeping track of the days until a birthday or vacation trip) as a strategy to control excitement.	**SS 4 History & Sense of Time: Develops sense of time** 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. SS 4.6 Retells historical, fictional or past events or stories.
Goal 41: Children demonstrate awareness of location and spatial relationships	
Birth to 9 months Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.). Explore the way objects move by tracking objects with their eyes and head. Explore their spatial sense through movement, both involuntary and voluntary (being picked up, scooting, and pulling up).	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes. **M 2b Spatial Awareness: Determines object location** M 2b.1 Participates as caregiver raises arms or legs and says up/down.
9 to 18 months Explore how differently shaped objects fit or do not fit together (nesting cups or stacking cones).	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes.

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Explore barriers to movement when not able to walk or push past something. Explore their spatial sense (by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned).	**M 2a Spatial Awareness: Understands how objects move in space.** 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.
18 to 36 months Match familiar shapes (circle, square, triangle) that have the same size and the same orientation. Attempt to stack blocks as high or higher than themselves. Match simple shapes (placing a shape on a shape board). Explore gravity (push toy cars down an incline, such as a slanted board). Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by pointing.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.2 Matches two identical shapes. **M 2b Spatial Awareness: Determines object location** M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
36 to 60+ months Make shapes from parts (using a set of circle, rectangle, and line shapes to create an image of a snowman). Combine and separate shapes to make designs or pictures (complete shape puzzles). Build simple examples of buildings, structures, or areas with three-dimensional shapes, such as building blocks.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.3 Identifies one to three two-dimensional shapes. 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. **M 2b Spatial Awareness: Determines object location** 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. M 2b.5 Explains the location of an object in relation to another object.

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Name shapes (circle, triangle, square, rectangle), regardless of their size or orientation. Use basic language to describe location (“I am under the bed.). Correctly follow directions involving their own positions in space (“move forward,” “sit behind,” etc.). Link or sorts familiar shapes (circle, square, triangle) that have different sizes and orientation.	**M 2a Spatial Awareness: Understands how objects move in space.** M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.
Goal 42: Children demonstrate knowledge of the relationship among people, places and geography	
Birth to 9 months Show caution around strangers or new events.	**SS 3a Geography: Identifies types of places** SS 3a.1 Responds to changes in the immediate environment. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
9 to 18 months Recognize some familiar places (home, store, grandparents’ house). Know where favorite toys or foods are stored in own home.	**SS 3a Geography: Identifies types of places** SS 3a.2 Recognizes familiar places. **SS 3b Geography: Interacts with maps** SS 3b.1 Navigates within a familiar environment.
18 to 36 months Know different environments (sees pictures of fish and says “They live in water.”). Recognize familiar buildings (home, school, post office, library, community building).	**SS 3a Geography: Identifies types of places** SS 3a.2 Recognizes familiar places. SS 3a.3 Identifies a variety of familiar places in own community.

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36 to 60+ months Match objects to their usual locations (stove in the kitchen, bed in the bedroom, tree in the park). Be aware of characteristics of own geographic region (“It rains/snow here a lot.”) Recognize where he/she is while traveling in familiar areas, most of the time. Begin to express and understand concepts and language of geography in the contexts of the classroom, home, and community. Describe some physical characteristics (bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (types of shelter, clothing, food, jobs). Help to navigate on journeys (“After you pass the blue house, our house is next.” “I live by the bus stop.”).	**SS 3a Geography: Identifies types of places** SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community. **SS 3b Geography: Interacts with maps** SS 3b.4 Recognizes symbols or landmarks.
Goal 43: Children demonstrate awareness of economic concepts	
Birth to 9 months Depend on others to provide for wants and needs.	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.1 Reaches for desired objects.
9 to 18 months Depend on others to provide for wants and needs.	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.1 Reaches for desired objects. SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.
18 to 36 months	**SS 2b Civics & Economics: Understands concepts of money and economics**

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Recognize relationship between supply and demand (understand that he/she cannot have another cracker because they are all gone). Recognize and use objects for barter or trade during play (with assistance).	SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine. SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade.
36 to 60+ months Understand that money is needed to purchase goods and services. Play store or restaurant with play or real money, receipts, credit cards, telephones. Talk about what wants to be when he/she grows up. Realize that making one choice means that you may not be able to do something else. Recognize that people rely on others for goods and services Understand the concept of saving resources for use in the future. Accurately name some coins and paper cash (penny, nickel, dollar). Recognize some things are owned by people and other things are collective goods.	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.4 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. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.5 Identifies roles of self and others and describes the job each may do.
Goal 44: Children demonstrate awareness of the relationship between humans and the environment	
Birth to 9 months Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.1 Explores immediate environment using senses. **SS 1a Culture & Community: Identifies community and family roles.**

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	SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
9 to 18 months Point to, or in some other way indicates, familiar people and objects when they are named. Express interest in nature (flowers, a breeze, snow). Recognize trash as trash. Know location of trash can and recycle bin, if available, in own home or learning setting.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind.
18 to 36 months Help with home and class routines that keep the house/classroom clean. Discard trash in trash can. Recognize and responds to characteristics of the environment (exclaims out loud when he/ she sees bird or a very tall tree). Use natural objects for play (makes mud pies, makes a house out of sticks, uses leaves for a pillow).	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.
36 to 60+ months Show awareness of environment by noticing features of own home and other familiar places (recounts how water was flowing over the road on the way to store). Recognize things that do not belong in the environment (litter).	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.

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Help protect equipment and materials from weather (helps cover outdoor furniture, sweeps leaves). Recognize, with adult support and guidance, how people can take care of the earth's resources. Exhibit simple concepts of conservation (uses paper judiciously, does not waste water). Show interest in understanding how animals gather and store food, sleep, and live.	**SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
Goal 45: Children use technology appropriately	
Birth to 9 months Use their bodies as "tools" (reaching out and grasping to get a rattle). Show interest in technology (turns toward a ringing telephone or speakers where music is playing).	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.1 Explores simple toys.
9 to 18 months Understand the use of people as "tools" for help (recognizing that an adult can reach an object for them on a high shelf), Enjoy listening to music. Enjoy using play technology objects (wind-up toy.) Turn light switch on and off.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.1 Explores simple toys. SCI 4.2 Begins to use simple toys purposefully.
18 to 36 months Play with battery-operated toys and learning objects, with assistance.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.2 Begins to use simple toys purposefully. SCI 4.3 Explores movable parts on toys.

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Make mechanical toys work, if labeled safe for children under three years. Change their behavior in response to their environment by using the “tools” around them (If a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy). Adapt “tools” (using a stick to reach something under a chair). Use objects in new ways to solve a problem or meet a goal (propping up a track with a block so a toy train can pass underneath).	SCI 4.4 Explores simple tools or interacts with simple types of technology.
36 to 60+ months Uses a telephone to talk to familiar people, with assistance. Identify some materials as natural or as human-made and explains how he/she knows the difference. Describe stories, images, or sounds experienced with technology (music on speaker, program on television, story heard on speaker). Use accurate vocabulary to identify technology (camera, computer, printer, television, phone). Identify ways in which technology helps people (“The wheelchair helps Alfonso get from one place to another. “ “Email or texting lets you communicate with your friend Opal, who lives far away.”). Identify alternate ways of doing things with and without technology (can use hands or dishwasher to clean dishes, can travel by foot or by car). Consider, with adult guidance, what it must have been like to live without technology in an earlier time.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.

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Use computer for simple ‘point and click’ operations on child-appropriate websites or software.	
Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel	
Birth to 9 months Attend to bright and/or contrasting colors. Imitate by babbling during or after an adult sings or chants. Move bodies with some intent and control. Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures. Use objects as tools to make sounds, (banging blocks together with adult help).	**CA 1a Music: Expresses through music** CA 1a.1 Makes sounds to communicate feelings. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.1 Moves body in a variety of ways. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.1 Explores materials using gross motor movements and senses.
9 to 18 months Use sounds and their voice as they play or look at books with adults. Make movements and sounds in response to cues in songs and finger plays. Stand with feet wide apart and sways to the sound of music. Create marks with crayons, paints, and chalk. Enjoy producing music with simple instruments (triangles, tambourines, drums, etc.).	**CA 1a Music: Expresses through music** 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 or tapping various instruments. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely such as by swaying or bouncing to music. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.2 Scribbles, colors or paints intentionally on paper. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.1 Explores materials using gross motor movements and senses.

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	CA 3b.2 Uses hands and feet to explore a variety of media.
18 to 36 months Squeeze soft clay and dough into abstract shapes. Repeat the same song over and over. Dance alone or with others. “Play” musical instruments (attempts to blow into a whistle or harmonica). Explore roles through imaginative play, such as saying “Boo” to them. Demonstrate preferences for favorite colors. Move their body with increasing skill to express emotions and rhythms. March with musical instruments with support from adults. Imitate simple songs and finger-play movements. Watch and copy other children’s play activities.	**CA 1a Music: Expresses through music** 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 or tapping various instruments. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm. **CA 2b Dance & Movement: Develops movement techniques** 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. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes or symbols. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend.
36 to 60+ months Create new songs and dances or adds their own words to songs. Express preferences for some different types of art, music, and drama. Explore musical instruments and uses them to produce rhythms and tones.	**CA 1a Music: Expresses through music** 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 sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody. **CA 2a Dance & Movement: Expresses through dance**

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Mold and build with dough and clay and then identifies and sometimes names their creation (“I make a dog and his name is Spot.”). Act out plots and characters found in familiar stories. Participate in pretend play with other children. Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs. Intentionally create content in a work of art (picture, a playdough sculpture, etc.). Write and act out stories based upon familiar topics or characters.	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. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4a.6 With cues, performs a simple pre-planned drama.
Goal 47: Children demonstrate understanding and appreciation of creative arts	
Birth to 9 months Respond to music by listening and moving their heads, arms, and legs. Make eye contact with singers. Gaze at pictures, photographs, and mirror images.	**CA 1c Music: Develops tone** CA 1c.1 Responds to sounds. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.1 Moves body in a variety of ways.
9 to 18 months	**CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing.

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Recognize and associate a certain song or sound with a particular meaning (hearing a nap-time song and thinking that it's safe, secure, and time to nap). Make loud noises just for fun, such as screaming or yelling. Make movements and sounds in response to cues in songs and finger plays. Use facial expressions, sound (vocalizations, clapping), and movement to encourage singers or music to continue.	CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 1c Music: Develops tone** CA 1c.1 Responds to sounds. CA 1c.2 Responds to changes in sound, volume or melody.
18 to 36 months Talk or sing to themselves for comfort or enjoyment. Stop, turn their head to listen, and watch when hearing music or other rhythmic sounds.	**CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing. **CA 1c Music: Develops tone** CA 1c.2 Responds to changes in sound, volume or melody.
36 to 60+ months Enjoy and engage with displays of art, music, and drama. Express clear preferences for types of artwork or art activities. Plan art and shows with increasing care and persistence in completing it. Choose own art for display in the classroom or for inclusion in a portfolio or book and explains their choices and preferences in some detail. Communicate about elements appearing in art, music and drama.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.5 Plans, designs and seeks materials to make a creation.
Domain 5: Communication, language, and literacy	

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Goal 48: Children demonstrate understanding of social communication	
Birth to 9 months Study caregiver's face. Show preference for familiar human voices to other sounds (animal sounds). Pay attention to what the speaker is looking at or pointing to. Vocalize or gesture in response to another person's voice or gesture. Quiet/calm body movement at the sound of a recognized caregiver's voice. Shift listening attention to a variety of sounds (caregiver's singing/words/making environmental sounds to attract baby). Use eyes and move head to look for caregiver's voice. Begin to anticipate caregiver's actions in routine game (shows excitement when hearing "peek a boo"). Start to respond to their name when called by looking and smiling at caregiver. Make sounds/facial expressions/gestures to communicate feelings such as giggles, laughs, squeals, screech to show excitement, joy, discomfort. Change volume and pitch to convey meaning. Play with speech sounds in crib or during quiet time.	**LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking. **ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to.

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Imitate words and/or beginning sign (simple greetings, sign for more) and gestures. Start to wave “bye” with support. Participate in turn-taking during one-on-one communication by making sounds or using words.	
9 to 18 months Respond to simple requests when accompanied by gestures. Identify familiar people or objects when asked to do so. Combine gestures and single words to communicate thoughts, feelings, or needs (reaches to caregiver when wanting to be held). Communicate needs through single-word speech and through facial expression, gestures, or actions (points to object desired). Be able to successfully communicate simple ideas to people who are close and familiar. Use a small number of real and made-up words that can be understood by familiar adults. Recognize and respond to mention of own name. Point to or reach for familiar objects when named. Enjoy listening to short stories. Enjoy imitation games. Watch for signs of being understood by others and repeat efforts if not initially successful.	**LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.

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Initiate interaction, communication, or conversation with others through gestures, words, and facial expressions (by pointing at objects, requesting a favorite game, speaking or signing a word, sharing a toy or calling attention to an object or person). Be able to sustain turn taking in play and simple games (rolls ball back and forth several times).	
18 to 36 months Enjoy finger plays (songs and games that use hands). Respond to action words by performing the action (child starts to eat when caregiver says “Let’s eat!”). Respond by looking and attempting to locate when directed, toward a certain object (“There’s a car”). Listen to short and simple stories. Change intonation and tone to communicate meaning. Use non-verbal gestures and body language to express needs and feelings (gives spontaneous hug). Communicate with familiar play partner (says sibling’s name instead of crying). Use jargon along with regular words in conversation (child uses inflection to say sentence-like communication with embedded real words). Pay attention to speaker for at least a portion of a conversation.	**LLD 2b Communication: Uses conversational skills** LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. **LLD 2a Communication: Uses language to express information and ask/answer questions** 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. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.2 Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.1 Pre-Production: Uses cues, gestures and visualizations to communicate. SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate.

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Begin to demonstrate turn-taking in play and conversation. Make a related comment (adult says, “Here is your water.” Child says “Cup.” or “Water cup.”). Make a formal verbal or sign request or response (“Please?” “Thank you.”). Follow non-verbal directions (signal for “Come here”). Follow simple verbal direction in home language and attempt to make sense of direction given in English when accompanied by a non-verbal gesture. Use sounds from home language when speaking in English (Spanish “v” may be pronounced like “b” so Spanish speaking child might say “bery” for “very”). Have a larger vocabulary in home language and begin to acquire an English vocabulary. Recall words from simple songs in home language and recognize words from songs in English. Ask simple questions in home language; use gestures or single words to ask questions in English. Sometimes insert words from home language while speaking in English. Enjoy creating or participating in humorous situations (child puts shoe on head as a hat, child makes up a nonsense word).	
36 to 60+ months	**LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges.

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Listen to others and take turns in a group discussion for a short period. Respond to simple open-ended questions. State point of view, likes/dislikes, and opinions using words, signs or picture boards. Use multiple word sentences. Relay a simple message (from grandparent to parent). Repeat words or ideas to be sure information is communicated. Use pre-writing (also known as “print approximations”) in play with other children when pretending to communicate. Enjoy and participate in jokes and humor with peers (make up silly knock-knock jokes). Use and respond to a variety of more complex non-verbal cues (facial expressions for pride, displeasure, encouragement). Begin to understand that non-family adults and peers may not understand home language (code switching for children learning English as an additional language, using more or less formal language for different contexts). Work with caregivers and peers to solve simple problems verbally, and is progressing toward independence. (Caregiver identifies feelings and states problem “You both are upset...you both want the swing.” Child states “I want swing”). Begin to understand that non-family adults and peers may not understand home language.	LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers. **LLD 2a Communication: Uses language to express information and ask/answer 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. LLD 2a.6 Explains personal thoughts about familiar people, places and events.

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Listen to others and responds in group conversations and discussions. Enjoy telling jokes or creating humorous dramatic play. Enjoy listening to stories from different sources (in person, audiobooks, podcasts). Begin conversation by making statements or asking questions. Use language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time. Adjust intonation and volume in a variety of settings (whispers when a baby is sleeping).	
Goal 49: Children listen and understand communication (receptive language)	
Birth to 9 months Startle to loud and unexpected sounds. Alert to sounds and older infant will turn to locate source of a sound. Turn to look toward caregiver calling their name. Recognize songs by smiling, singing or joining in finger play or body movements. Follow early directions, such as “Give me the block” (caregiver may extend hand). Respond to voices by quieting or calming	**LLD 1a Listening: Understands and interprets language** 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. **LLD 1b Listening: Follows directions** LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.

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Respond differently to familiar and unfamiliar voices Look for sound source (hears a dog bark and looks for dog). Start to respond differently to firm voice vs. playful voice. Turn to look at familiar object when it is named. Imitate adult actions that go along with simple songs, rhymes and traditional songs (“Row, row, row your boat”). Follow single-step directions (“Please bring me the ball.”).	
9 to 18 months Follow some routine and simple directions with support (“Where is your cup?”). Show understanding of words by appropriate behavior or gesture (“Can you find your dinosaur?”). Show enjoyment of music and move body to “dance”. Show understanding of more words in the home and family routines (50 to 75 words by 15 months). Follow early directions, such as “Give me the block” (caregiver may extend hand). Begin to respond to limits, such as “No!”. Use body movement/gestures when hearing words (Caregiver asks “Want up?” and the child extends their hands up to request being lifted up).	**LLD 1a Listening: Understands and interprets language** 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. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. **LLD 1b Listening: Follows directions** LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.

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Point to several body parts when asked “Where is your nose?”. Show understanding of family member names (Child looks toward father when the word “daddy” is mentioned). Look for objects not present in room (Child runs to other room to find teddy bear when asked). Point to household objects and pictures in familiar books when asked “Where is the _____?” (16 to 18 months). Nod head “yes” or shake head “no” when asked a yes/no question.	
18 to 36 months Follow directions with two related elements (“Get your boots and coat”). Be willing to sit through most picture books and enjoys longer stories. Understand a greater variety of words in the home and community (300 words by 24 months). Show understanding of verb/action words (“Who is eating?” and points to a picture of child eating). Answer simple questions. Begin to show understanding of concept words, such as big/little, hot/cold, fast/slow, one vs. all. Begin to point to a greater variety of body parts when asked (chin, cheek, knee, etc.).	**LLD 1a Listening: Understands and interprets language** 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. LLD 1a.4 Listens, then responds appropriately. **LLD 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally.
36 to 60+ months	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately.

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Follow directions that involve a two- or three-step sequence of actions which may not be related (“Please pick up your toys and then get your shoes”). Show understanding of more concept words, such as on, under, behind, next to, first, last, above, below, basic colors). Show understanding of several shapes, colors (child able to find the green pillow when asked). Answer “who, where, why, and how many” questions. Know the difference between gender of self and peers. Show increased understanding of vocabulary words for most toys, pictures, objects, and materials in the household and familiar environments. Follow two- and three-part directions unfamiliar to the daily routine. Use and understand complex sentences in home language. Enjoy humor through word play (jokes, riddles, words that sound fun together). Begin to identify pairs of words that rhyme. Begin to represent a storyline through drawing, acting, or singing, with assistance, Make grammatical adjustments in English (men instead of “mans,” went instead of “goed”). Show increased understanding of advanced concept words, such as more/less, first/ last, big, bigger, biggest, morning/daytime/ nighttime.	LLD 1a.6 Shows understanding of a series of complex statements that explain how or why. **LLD 1b Listening: Follows directions** LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme.

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Be able to stay engaged for longer periods of time for books, in conversations and/or stories.	
Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)	
Birth to 9 months Cry when hungry or uncomfortable. Have cries varying in pitch, length, and volume to indicate different needs (hunger, pain, discomfort). Join in singing songs using rhythm of actual words. Play with speech sounds in crib or during quiet time. Make facial expressions, gestures and changes tones. Coo, make vowel sounds and progress to babbling. Babble using two-lip sounds such as: “p,” “b,” and, “m” followed by a vowel sound (“Ba ba ba da da da...”). Begin to combine sounds together consistently to indicate a few specific objects or people (e.g. “baba” for bottle). Combine vocalizations and gestures (“uh” and pat mother’s chest to request nursing). Enjoy playing back-and-forth games with caregiver using sounds.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.1 Uses sounds and gestures to communicate. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”.
9 to 18 months	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate.

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Say “dada” or “mama” nonspecifically (calls father, mother and caregiver “mama”). Show interest in imitating sounds and words they hear during play and routines. Enjoy making sounds and combining sounds in babble and strings of jargon using varying intonation. Babble when alone in crib. Use single word speech (one word to communicate message, child says “up” when wanting to be carried by adult) or begin sign language and symbols (“More,” “nurse/bottle, “All done”). Say short telegraphic sentences (“Me go,” or “There Mama”). Take hand or push caregiver to desired areas for assistance. By 18 months use words to refer to or request caregiver (“mama/dada”). Use words in conjunction with pointing or gesturing (child reaches hands up and says “up” to be picked up). Say “hi” and “bye” with accompanying waves. Speech sound/articulation errors are frequent. Communication is 25 percent understandable by 18 months. Use 5 to 20 understandable words by 18 months (“Daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all gone,” “no,” “all done”).	LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment. **LLD 2c Communication: Uses sentence structure** LLD 2c.1 Mimics single sounds. LLD 2c.2 Communicates using one- to two-word sentences. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. LLD 3b.2 Repeats words or short sentences.

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18 to 36 months Use mostly two- and some three-syllable words (“cracker,” “banana”). Ask others to label unfamiliar objects and pictures by pointing and/or asking “what’s that?”. Use adjectives to describe nouns (“red ball”). Imitate simple two-word phrase/sentences. Use some pronouns (“Mine”; older toddler adds “My, me, I, you”). Use simple questions with rising intonation (“What’s that?”). Use regular plural forms for nouns, sometimes (“boots”). Use negatives (“I don’t want it.”) in English or home language. Begin to sing along with familiar songs and fingerplays. Use three-to four-word sentences with noun and verb. Begin to tell others about prior event with help from caregiver. Say first name. Produce early developing sounds and vowels as they form simple words. Expect speech articulation errors. Child’s speech is 75 percent understandable by 36 months. By 24 to 36 months, demonstrate use of an expressive vocabulary of more than 100 words, or a combination of words and signs, or alternative communication, in home language.	**LLD 2a Communication: Uses language to express information and ask/answer questions** 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. **LLD 2d Communication: Uses and expands vocabulary** 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. **LLD 2c Communication: Uses sentence structure** LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.2 Repeats words or short sentences.

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36 to 60+ months Use new vocabulary in spontaneous speech. Ask the meaning of unfamiliar words and then experiment with using them. Use words to further describe actions or adjectives (“running fast” or “playing well”). Use multiple words to explain ideas (when talking about primary caregiver says “mother/ father” and/or “parent”). Use words to express emotions (happy, sad, tired, scared). Talk in sentences with five to six words to describe people, places, and events. Use words with past and future. Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma’s house). Describe a task, project, and/or event sequentially in three or more segments. Use prepositions in everyday language, sometimes needing assistance (at, in, under). Child may go through a period of normal non-fluency or “stuttering”. Be able to recall and describe a previous event, such as what they ate for breakfast.	**LLD 2a Communication: Uses language to express information and ask/answer 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. **LLD 2d Communication: Uses and expands vocabulary** 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. **LLD 2c Communication: Uses sentence structure** LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.

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Use increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts. Define words, with assistance (“Firefighters put out fires”). Be able to retell a 3-part story or event in sequence. Use sentences in home language that show an emerging understanding of grammatical structure. Speech is 90 to 100 percent understandable. Express an idea in more than one way Expand vocabulary to include 1,000 to 2,000 words. Ask others for assistance to define new words in their vocabulary. Show an interest in playing with language through joke telling and word play.	
Goal 51: Children demonstrate appreciation and enjoyment of reading	
Birth to 9 months Show beginning sound awareness by reacting differently to different sounds. Imitate vocalizations and sounds. Recite last word of familiar rhymes, with assistance. Imitate sounds when looking at words in a book. Pay attention to and/or pat pictures in book with help of caregiver.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures. **LLD 3a Phonological Awareness: Rhyme**

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Explore physical features of books by touching, flipping through board book pages, patting or putting in the mouth, (chews on cloth books). Use interactive books, with assistance (opens flaps on flap books, feels soft fur). Identify familiar people and objects in photographs (pats picture when asked “Where is Grandma?”). Enjoy books about daily routines (eating, toileting). Hand or offer book to an adult to read. Show recognition of certain preferred or favorite books. Focus attention for short periods of time when looking at books. Show pleasure when read to (smiles, vocalizes).	LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”. LLD 3c.2 Imitates or repeats sounds and tones.
9 to 18 months Listen to, participate in and play with a variety of sounds, language, stories, rhymes, poems and songs. Use sounds, signs or words to identify actions or objects in a book. Verbally imitate adult model and/or names pictures of familiar words when read to. Point to picture when asked “where is the ____?” Point at, look intently at, sign, or say name of, or talk about animals, people, or objects in photos, pictures, or drawings.	**LLD 6a Reading Comprehension: Responds to text** 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. LLD 6a.3 Talks about pictures and ideas in familiar stories. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** 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. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures.

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Show increasing attention for short periods of time when read to. Hold a book right side up and turn the pages. Use ‘book babble’ when holding a book to mimic the sound of reading. Demonstrate preference for favorite books. Notice signs (store and restaurant logos). Learn new words and phrases from those frequently heard, either in conversation or in books. Ask for the story to be read again. Answer simple questions about details in the story. Carry books and use for comfort.	LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games.
18 to 36 months Imitate tempo and speed of rhythm (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly). Recite a song with the letters of the alphabet, with assistance (alphabet song). Select specific details in a story and repeat them. Complete a familiar rhyme or line from a familiar story or song by providing the last word (“The wheels on the (bus)”). Participate in rhyming games and songs with other children. Begin to understand that print represents words (pretend to read text).	**LLD 6a Reading Comprehension: Responds to text** 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. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** 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. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.

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Turn pages, usually a single page at a time. Purposefully use pop-up and interactive books (child understands purpose of different text features, such as lifting a pop-up window or petting fur on page). Use action words to describe pictures (picture of person running, child says “run”). Recalls specific characters or actions from familiar stories. Enjoy books about different things (books about animals, occupations). Respond to emotional expressions in a book (point to a happy face). Recognize signs and images in public (stop signs, store signs). Request favorite book to be read repeatedly. Look at books, magazines, and other printed matter without assistance and as through reading. Make comments on book. Select books and magazines when asked to select favorite objects/toys.	**LLD 3a Phonological Awareness: Rhyme** 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. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.2 Participates in letter songs and activities.
36 to 60+ months Participate in and create songs, rhymes, and games that play with sounds of language (claps out sounds or rhythms of language).	**LLD 6a Reading Comprehension: Responds to text** 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.

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Find objects in a picture with the same beginning sound, with assistance. Know that alphabet letters can be individually named and begin to show interest in naming them (letters from their name, letters common in their environment). Know first and last page of a book. Begin to understand that print progresses from left to right (Exceptions are Arabic, Chinese, Japanese text, etc.). Recognize some signs and symbols in environment (stop signs). Use pictures to predict a story. Recite some words in familiar books from memory. Fill in missing information in a familiar story. Pretend to read a familiar book. Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts). Compare stories with real life. Recognize and name at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produce the sound of many recognized letters. Make up an ending for a story.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** 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. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.4 Identifies and produces words that have the same beginning sound. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.3 Recognizes the first letter and letter sound in their name. 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.

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Be interested in reading a variety of printed materials (books, newspapers, cereal boxes) and may ask for help. Use signs he/she sees for information (“no fishing” sign on dock). Give opinion on books in terms of sections enjoyed. Use picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news). Start to make letter-sound associations (begins to recognize that the sound “b” is present in the words ball, boy, and baby). Recognize beginning sound and letter in his or her name as well as some classmates. With prompting and support, run their finger under or over print as they pretend to read text. Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, direction of print). Recognize differences among letters, words, and numerals. Read own first name. Find objects in a picture with the same beginning sound, with assistance (all items that begin with a “b”). Differentiate among similar-sounding words in pronunciation and listening skills (three and tree). Provide one or more words that rhyme with a single word (What rhymes with log?).	

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Use character voices when retelling a story or event. Begin to create and invent words by substituting one sound for another (Band-Aid/dambaid). Recognize function of common labels in the environment (bathroom sign). Use a simple cookbook, map, or similar printed material with assistance. Enjoy “how-to” books, non-fiction, and reference books. Share and talk about books with peers. Look for books of interest. Show interest in learning to read and make attempts at ‘reading’ favorite books aloud. Pay attention to story and engage during entire picture book read aloud. Have a favorite author/illustrator or series of books. Identify book parts and features such as the front, back, title and author.	
Goal 52: Children use writing for a variety of purposes	
Birth to 9 months Enjoy exploring a variety of sensations and materials with their hands (for example, using a finger to make a mark in soft food item or smearing food on tray).	**LLD 7a Writing: Emergent writing** 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.

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Develop a grasp to pick up and drop toys, start to transfer toys and objects from one hand to other (early developmental precursors to grasping writing tools). Experiment with grasp when using different writing tools (crayon, paint brush, marker). Focus on marks on paper. Make marks on paper with a variety of writing tools (fingerpaints, paintbrush) without regard to location. Scribble on paper spontaneously.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
9 to 18 months Be able to use arms to reach across the front of their body in order to make marks or scribbles on large paper on vertical drawing surfaces. Imitate other's writing, drawings, or scribbles by making own marks, dots or scribbles. Use simple tools without adult assistance (makes mark on paper with large marker). Scribble on paper purposefully. Adjust body position to enable writing or drawing on paper. Pretend to write on paper without regard to location or direction.	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
18 to 36 months Enjoy "making a mark" on paper and in play outside.	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.

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Enjoy scribbling and may label pictures using scribble writing. Begin to watch and imitate drawing a horizontal and vertical stroke as well as a circular motion. Continue to observe and imitate adult writing behaviors. Enjoy making large strokes and movements with paint and markers. Draw simple pictures or scribble word-like marks to communicate a message or an idea, may label or tell a simple story related to their drawing.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
36 to 60+ months Know the difference between printed letters and drawings. Create increasingly recognizable drawings, including attempts to represent human figures, older preschool expands drawings to include other objects, pets, scenery. Child may identify and refine or revise symbols to represent concepts and ideas they are exploring (squiggly lines for curly hair). Attempt to copy letters of the alphabet. Label pictures using letter-like marks. Try to connect sounds in spoken words with the written form. Show interest in using approximations of letters to write their own name or other familiar words. May use invented spelling with consistent or logical beginning sound substitutions.	**LLD 7a Writing: Emergent writing** 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. **LLD 7b Writing: Uses writing to represent meaning** 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. LLD 7b.6 Draws and writes to express ideas or share an opinion.

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Attempt to convey meaning through writing. Dictate a story for an adult to put in print. Begin to hold marker/pencil in a tripod grasp (48 months). Write/draw/illustrate for a variety of purposes. May attempt to write a short phrase or greeting. May print several alphabetic letters for given letter names. Show an interest in writing his or her first name. Make a simple storybook using pictures, personal experience or culture and some words, with assistance. Create a variety of written products that may or may not communicate intended message phonetically. Show an interest in copying simple words posted in the classroom or in the environment. May attempt to independently write some words using invented spelling. Demonstrate understanding of print conventions when creating documents (text moves from left to right, page order, etc.).	

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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**
Social & Emotional Development									
SED 1 Self-Awareness	**SED 1a Knows self and expresses confidence**	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.
	SED 1b Expresses needs and preferences	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.
	SED 1c Completes tasks independently	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.
	SED 1d Identifies emotions	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.
SED 2 Self-Regulation	**SED 2a Manages feelings and behavior**	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.
	SED 2b Follows routines and transitions	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.
SED 3 Social Relationships	**SED 3a Develops relationships with adults**	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.
	SED 3b Develops relationships with peers	Notices, 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.
	SED 3c Participates cooperatively in groups	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. May still need adult prompting on occasion.	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.
	SED 3d Identifies and respects emotions of others	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.
SED 4 Problem-Solving	**SED 4a Solves problems**	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.
	SED 4b Responsible Decision-Making	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	ATL 1 **Attention & Persistence**	ATL 1a **Attends**	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.
		ATL 1b **Persists**	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.
	ATL 2 **Flexibility & Play**	ATL 2a **Shows flexibility**	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.
		ATL 2b **Engages in play**	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	PD 1 **Gross Motor**	PD 1 **Builds strength, coordination and balance of large muscles**	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.
	PD 2 **Fine Motor**	PD 2 **Builds strength and coordination of small movements**	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.
	PD 3 **Safety**	PD 3 **Demonstrates safe practices**	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.
	PD 4 **Personal Care**	PD 4a **Implements self-care routines including rest, toileting, handwashing, exercise and dressing**	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.
		PD 4b **Understands bodily functions**	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.
	PD 5 **Nutrition**	PD5 **Follows healthy nutrition routines**	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.

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**
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.	Notices 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 AABAABAAB.	Develops and explains own formula for creating a variety of patterns.
M 6 Classification	**M 6 Sorts and graphs**	Notices 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 programmatical errors.	Uses target language effectively in all contexts.