



Alignment of the
**Experience Developmental
Continuum of Skills**
with
**Idaho Early Learning
Guidelines**





The Experience Developmental Continuum of Skills

This document details the alignment of the **Idaho Early Learning Guidelines**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

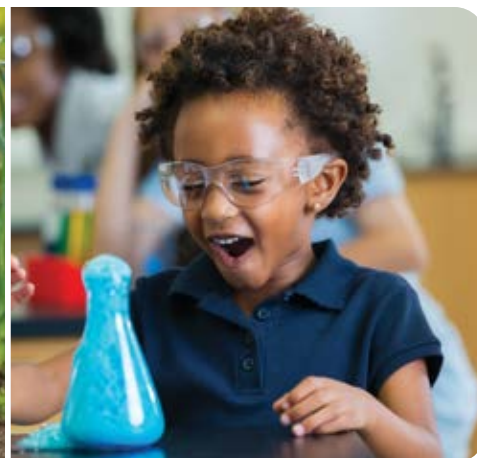
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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.



Domain 1: Approaches to Learning, Executive Function, and Cognitive Development	
Sub-Domain: Learning Approaches	
Goal 1: Children show curiosity and interest in learning and experimenting.	
Birth through 8 Months Shows interest in people by kicking legs, smiling, reaching, and looking at the person. Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
6 to 18 Months Shows interest, explores, manipulates, or stares at objects in the environment. Shows interest by pointing, gesturing, or verbalizing. Explores objects through mouthing, banging, dumping, moving, and throwing. Uses senses to explore the environment (tasting, touching, hearing, smelling, looking). Experiments with objects and actions.	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.
16 – 38 Months Explores immediate environment (asks about a new object, actively searches through a collection of toys).	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.

Shows interest in new activities and others' activities. Asks simple “wh” questions (why, who, what, where, and when). Asks about people in their own environment. Turns objects around, upside down, and inside out to examine the characteristics of the object. Opens, closes, fills, empties, and builds up and knocks down objects and containers.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
36 to 60 Months Asks others for information (e.g., “What is that?” “Why is the moon round?”). Investigates and experiments with materials; matching, sorting, and grouping. Shows interest in how and why others do things. Uses “wh” questions to get additional information about how their world works (why, who, what, where and when). Develops personal interests (trains, animals, dinosaurs). Develops sense of competence by actively engaging in play and putting materials together in new ways to test end results. Builds a vocabulary of adjectives and adverbs to describe and categorize words and actions. Uses fantasy and reality to explain phenomenon.	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 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. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.

Goal 2: Children are able to generate new ideas, approaches, and activities in daily routines.	
Birth through 8 Months Inspects own hands and feet, by mouthing. Mouths, shakes, bangs, drops, or throws objects. Responds to smells (especially mother's smell). Turns and responds to familiar voices and/or new sounds. Cries, coos, and makes single syllable sounds around certain activities. Startles easily around new sounds, smells, textures.	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.
6 to 18 Months Imitates actions observed in another situation (tries to stack blocks after watching other children, bangs on a surface after watching drumming at a cultural event). Uses objects differently and creatively (a bucket is turned upside down to build a tower or be a pedestal). Looks to caregiver for assurance when trying something new or risky. Plays with sounds by babbling, cooing, or clicking their tongue.	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.
16 – 38 Months Invents new uses for everyday materials (bangs on pots and pans).	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. ATL 2b Flexibility & Play: Engages in play

Approaches tasks experimentally; adapting the use of objects as the play evolves. Displays understanding of how objects work together (gets the dustpan when an adult is sweeping the floor). Enjoys opportunities for pretend play and creating things. Uses creative language to describe events, sometimes with made-up sounds. Builds with blocks and other manipulatives. Plays with dolls, costumes, and acts out roles.	ATL 2b.3 Watches others play and plays side by side with another person. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.3 Uses words, actions and props to pretend.
36 to 60 Months Uses dramatic play to take on roles. Invents new activities or games. Uses imagination to create a variety of ideas. Creates and negotiates acceptable rules for group activities. Makes up words, songs, or stories. Expresses ideas through art, construction, movement, or music. Engages in extensive pretend play that includes role-play (playing house or explorers). Engages in open-ended exploration of raw materials messy play). Uses materials in a new or novel way.	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 2a Dance & Movement: Expresses through dance 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

Chooses new and different materials to represent thoughts.	CA 3a.5 Plans, designs and seeks materials to make a creation. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.4 Plays a role in group dramatic play.
Goal 3: Children are confident to initiate and complete activities using a variety of approaches.	
Birth through 8 Months Holds the attention of caregivers (smiles, babbles, sustains eye-contact). Directs attention towards objects by reaching, grasping, or staring at them. Examines a face, toy, or rattle for a brief period of time. Repeats simple motions or activities (swats at a mobile, consistently reaches for objects). Engages familiar adults and children in interactions.	SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy. ATL 1b Attention & Persistence: Persists ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult.
6 to 18 Months Remembers where favorite items are stored. Focuses on the reader or storyteller for brief periods of time. Tries different ways of doing things. Shows willingness to try a new activity or a familiar activity in a new setting. Expresses a desire to feed themselves in the culturally-defined manner.	SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. SED 1b Self-Awareness: Expresses needs and preferences 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.

Engages in and actively explores new surroundings. Selects a book, toy, or item from several options. Looks to their caregiver/parent for reassurance and moves away to try a new activity. Shows preferences and dislikes for activities, experiences, and interactions.	
16 – 38 Months Initiates play with others. Responds with “no!” or “mine!” when someone takes a toy. Chooses one activity over another and pursues it for a brief period of time. Proposes an idea for how to spend time. Shows interest in wanting to take care of themselves (dressing). Initiates activities at their caregivers’ suggestions. Seeks and takes pleasure in both new and familiar skills and experiences. Pretends to be in new and familiar places with new and familiar roles. Shows willingness to try less familiar environments and situations; depending on temperament.	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. ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.

Plays beside others, using similar materials, though not necessarily sharing the same toy.	
36 to 60 Months Asks a peer to join in play. Joins a play activity already in progress, with assistance. Selects new activities during play time (selects characters for dress up, tries a new scooter). Offers to help with chores (sweeping sand from the floor, helping to clean up juice spills). Finds and uses materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience). Makes decisions about activities and materials to work with from the selection offered. Plans time for completing activities. Shows completed projects to others and explains what they did.	SED 1c Self-Awareness: Completes tasks independently SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option.
Sub-Domain: Executive Function	
Goal 4: Children demonstrate an expanding ability to develop and carry out plans.	
Birth through 8 Months Seeks out and acquires desirable objects within reach. Wiggles, rolls, or crawls to get to a desired visible object.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 1c Self-Awareness: Completes tasks independently

Shows interest in objects presented to them by kicking, swatting, reaching, cooing, or increased breathing. Shows interest in facial expressions and people (laughing, talking, crying).	SED 1c.1 Reaches for a familiar object or toy.
6 to 18 Months Uses two to three steps to solve a problem. Uses several trial and error attempts to solve a problem. Starts to use objects to solve problems.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently.
16 – 38 Months Uses many trial and error attempts at to solve problems. Starts to transfer problem-solving strategies across situations. Seeks adult's help in getting an object or solving a problem. Sees the world primarily from their own perspective.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
36 to 60 Months Waits briefly for desired object or turn and knows they will have a turn. Develops analogical thinking; schemas for what has worked and what to try. Increases intentional, goal directed activities.	SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 1c Self-Awareness: Completes tasks independently SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Goal 5: Children sustain attention to tasks even when faced with challenges and frustration.	

Birth through 8 Months Attends to and holds the attention of caregivers (smiles, babbles, sustains eye-contact). Focuses on a face or object from a wide variety of stimuli (watches their own face in a mirror, stares at a rattle). Directs attention towards objects or people by reaching for, grasping, or staring at them. Examines a face, toy, or rattle for a brief period of time. Repeats simple motions or activities (swat at a mobile, consistently reaches for objects). Reaches for or moves body to resolve a frustration or challenge.	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. 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. SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.
6 to 18 Months Persists with a task or challenge (pulling up to a low table). Returns to a desired task even when distracted, (banging a toy, dumping a container, pulling up, or trying to walk). Remembers where favorite toys are stored. Focuses on the reader or storyteller for brief periods of time.	ATL 1a Attention & Persistence: Attends ATL 1a.1 Focuses for a short time on a person, sound or thing. 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.
16 – 38 Months Shows interest in favorite activities over and over again. Persists in the face of difficulty and seeks assistance to complete difficult tasks.	ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.

Completes simple projects (three-to-five-piece puzzles, can stack blocks on top of one another). Continues to try a difficult task for a brief period of time (can build a block structure for 3 to 5 minutes). Insists on some choices (what to wear, completing a project). Seeks and accepts assistance when encountering a problem. Listens and participates in story time (turning pages of book or using hand motions, such as claps).	ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.
36 to 60 Months Sustains focus on tasks of interest to them, when few distractions exist. Remains engaged in an activity for at least 5 to 10 minutes, much of the time. Completes favorite tasks repeatedly. Manages tasks with sequences of three to four steps. Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a tower). Uses at least two different strategies to solve a problem. Uses self-talk to guide action when solving a problem. Participates in basic routines of daily living (meal time, circle time, or nap routines).	ATL 1a Attention & Persistence: Attends ATL 1a.4 Focuses on an engaging activity for a short period of time independently. 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.

Finds hidden object by searching in more than one place.	
Goal 6: Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.	
Birth through 8 Months Seeks responses from others. Depending on temperament; has more regulated sleeping, feeding, and waking cycles? Seeks and displays comfort with family members. Expresses temperamental indicators of regularity, intensity, persistence, sensitivity, adaptability, activity level, approaches to newness, mood, and distractibility. Begins to develop coping skills to help self-regulate.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver. SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
6 to 18 Months Responds to modeling (can copy hand-clapping). Demonstrates responses to interactions; is engaged in trusting relationships. Visually and vocally checks in with caregiver; exhibits social referencing. Uses self-calming strategies and seeks trusted adult for coping. May test limits of safety-seeking information by looking toward caregiver.	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 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.

16 – 38 Months Demonstrates open, uninhibited self-expression. Develops a relaxed rhythm with caregivers in daily routines. Responds to externally-driven interactions, relationships, and inhibitions. Seeks information from others through observation and relationships. Begins to regulate strong emotional expression (tantrums, acting impulsively). Demonstrates some coping skills in the face of adversity.	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 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
36 to 60 Months Chooses personal strategies to control emotional responses. Seeks shared experiences. Begins to allow peers to impact how they see themselves. Explains and problem-solves issues of emotion (label emotions of self and others). Can observe and respond to a friend or family members' ideas, likes, or dislikes.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. SED 3a Social relationships: Develops relationships with adults SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
Goal 7: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.	
Birth through 8 Months	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.1 Shifts attention from one person or thing to another.

Repeats simple motions or activities (mouths objects, bangs things). Notices objects and people in their environment. Tracks people and objects by moving head. Looks where interesting object was seen or heard, after it disappears. Notices objects and people who move out of sight and return. Behaves in a consistent way to elicit desired response (kicks a mobile). Picks out nuances of visual and vocal cues. Baby turns head or makes noise when sees bottle or breast.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
6 to 18 Months Throws, empties, dumps, gestures. Recognizes similarities and differences. Adjusts play that varies slightly (“Peek-a-Boo” with a variety of objects). Seeks person or object that moves out of sight. Experiments to see if similar objects will cause a similar response (shakes stuffed animal in the same way as a rattle to hear noise). Displays recognition and excitement about a toy or game from a previous day. Applies knowledge to new situations (bangs on a bucket as if it were a drum).	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.2 Shifts attention from one task to another with prompting and adult support. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. 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.

Shows preference for specific objects.	
16 – 38 Months Enjoys repetition, stories, scripts, rhymes, and songs. Is egocentric and has favorite objects that are hard to share. Substitutes similar objects (stacks boxes like blocks). Realizes certain behaviors can precede events (If mom puts the pot on the stove, she is fixing something to eat, or if she puts her coat on, she is leaving.). Alters behavior based on a past event and builds on it (this didn't work; I'll try this instead). Relates an experience today to one that happened in the past (don't go near the fence where the big dog lives).	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. 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.
36 to 60 Months Plays beside others and uses common materials. Begins to plan play themes corporately with others. Plays with shared meaning and evolving scripts. Shows interest by asking about new things and people around them. Seeks out and engages in new experiences and with toys that are unfamiliar. Tells others about events that happened in the past.	ATL 2a Flexibility & Play: Shows flexibility ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. 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.

Represents things in the environment with available materials; moving from simple to complex representations. Thinks out loud and talks themselves through a situation. Works out problems mentally or remembers past experience as well as using trial and error.	
Goal 8: Children use prior relationships, experiences, and knowledge to expand understanding.	
Birth through 8 Months Tracks people and objects by moving head as an adult or object moves. Turns to familiar adult's voice. Prefers familiar adults to strangers. Anticipates familiar events or routines (feel of changing pad means a diaper change, cradled near breast means feeding). Smiles and wiggles to engage and respond to family members. Memory is short term and based in emotional relationships and sensory experience. Behaves in consistent ways to elicit a response (kicks a mobile). Shows surprise and delight by games such as Peek-a-Boo, holding and examining objects, or pushing and pulling objects.	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem. SS 4 History & Sense of Time: Develops sense of time SS 4.1 Focuses on interactions with others for a short time.
6 to 18 Months	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.

Shows attachment to primary caregivers/parents through preference or clinging to parents and familiar people. Object memory is short term and based on what is visible and accessible. Experiments to see if similar objects cause similar responses (shakes stuffed animal in the same way as a rattle to hear noise). Displays recognition and excitement about games or toys from the previous day. Applies knowledge to new situations (bangs on bucket as if it were a drum). Recognizes differences between familiar people and strangers. Realizes that objects exist when they are not seen for a short time. Anticipates the return of a face when playing Peek-a-Boo and the trajectory of a moving object. Looks for a hidden object after seeing it hidden/moved in two-to-three places (object permanence). Looks for a familiar person, toy, or pet, when asked. Uses transitional object to support transitions and separations (favorite toy or blanket). Greets people with “Hi.” Waves bye-bye when leaving.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
16 – 38 Months	SED 3a Social relationships: Develops relationships with adults

Generalizes actions to similar objects (stacks boxes like blocks). Realizes that behaviors can precede events (if mom puts a pot on the stove, she is going to cook something to eat; when mom puts on her coat, she is leaving). Anticipates separation and reunion. Alters behavior based on a past event and builds on it (I did this and it didn't work, so I will do this instead.). Relates an experience today to one that happened in the past (hand washing prior to mealtime). Looks in several places for a desired object, or when asked to find an object (e.g., "Go see if your other shoe is under your bed."). Enjoys simple hide-and-seek games. Begins to understand that a parent goes away to work but will come home. May over generalize terms such as hot/cold/sweet/sour/big/old based on limited experiences. Talks to self, saying words repetitively (referred to as rehearsal; where child tries out putting thoughts into words).	SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. 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.". 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.
36 to 60 Months Explains events that happened in the past.	SED 3a Social relationships: Develops relationships with adults SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 4a Problem-Solving: Solves problems

Represents things in environment with available materials; moving from simple to complex representations (recreate picture of a house, build road with blocks, or make a tree with modeling clay). Thinks out loud and talks themselves through a situation. Works out problems using information from prior experiences rather than through trial and error. Tells a story or recounts an event from photographs of self and others (e.g., “We made a big tent with boxes and blankets.”). Points to objects that are out of place. Points out objects in complex pictures and puzzles. Completes a sequence of three to six pictures or pieces of a sequence puzzle. Sings and chants along with repetitive lines in songs, poems, and stories. Uses words for yesterday, today, and tomorrow even though the timing may be incorrect. Tells others about their acquaintances and experiences without considering the other person’s lack of knowledge with the topic or person	SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. 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.
Goal 9: Children show emerging ability to imitate behaviors that they have observed.	
Birth through 8 Months Looks at objects and faces.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions.

Responds to adult facial expressions with same expression (sticking out tongue, pursing lips). Mimics sounds. Stares, smiles at, or shows concern or puzzlement to a caregiver. Wiggles, kicks, increases rate of breathing in response to observation. Babbles in tandem with caregiver's sounds.	
6 to 18 Months Waves bye-bye. Plays imitation games (clapping and marching, jumping to music). Prefers objects frequently used by caregiver (keys, cell phone). Offers objects to others (though they may quickly take the object back). Imitates actions from daily routines of the family or early childhood program (rocks a baby doll, puts on a hat, feed the caregiver).	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.
16 – 38 Months Imitates a single action from a finger play or dance movement. Demonstrates a sequence of behavior after observing another child or adult. Imitates parent or caregiver's familiar behavior or gestures (pulls clothes from dryer, puts hands on hips, strikes a familiar pose).	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words. CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction.

Uses imitation, which leads to functional play (pouring water in the bathtub or pretending to hammer nails in the sandbox).	
36 to 60 Months Imitates sequences of action (songs with gestures, movement games). Uses phrases or plays out plots from favorite books or movies. Sings and gestures to songs with both actions and words (Wheels on the Bus, folk songs with gestures).	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.4 Plays a role in group dramatic play. CA 2b Dance & Movement: Develops movement techniques CA 2b.5 Follows a leader to perform a simple movement pattern. CA 1c Music: Develops tone CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
Sub-Domain: Cognition and Cognitive Processes	
Goal 10: Children demonstrate awareness of cause and effect relationships.	
Birth through 8 Months Looks for or orients toward a dropped object or sound. Uses sounds, gestures, and movements to impact the environment and interactions. Acts on an object to make a pleasing sight, sound, or motion (kicks or swats mobile, continues to bat object to repeat sound). Repeats actions many times to cause the desired effect. Sustains brief interactions, with caregiver support. When mobile, seeks caregiver for support.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result. SCI 3a Physical Science: Explores forces and motion SCI 3a.1 Kicks feet or shakes arms to make other objects move.
6 to 18 Months	SCI 1b Investigation & Inquiry: Observes, describes and records

Uses variety of tools (containers, switches, doors). Manipulates object to experiment with cause and effect. Uses motor skills to experiment with cause and effect. Uses two- to three-step sequencing. Experiments with effects of own actions on objects and people. Looks to others for understanding and response (social referencing with caregivers). Begins to express an understanding of cause and effect. Understands “no,” but may not inhibit actions. Begins to understand that meaning and language are linked to actions. Does not understand impact of actions on others (biting, pushing).	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
16 – 38 Months Observes others’ actions to see the effect they have on objects and people. Experiments with the effect of own actions on objects and people. Learns to anticipate an adult’s response to an action. Understands “no,” but can control actions at times. Predominately uses “Why?” to ask questions even though the child may actually be asking Who?” “What?” “Where?” “How?” or “When?”	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.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 3a Physical Science: Explores forces and motion SCI 3a.2 Uses body to push or pull toys. SED 4b Problem-Solving: Responsible decision-making

Likes push and pull toys, and toys with wheels that they can move. Uses fill/dump, build up/knock down, and push/pull strategies.	SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”.
36 to 60 Months Identifies objects that influence or affect other objects (food coloring makes the water blue). Asks “why” questions to show effort at understanding causation (if I do this, why does that happen?). Explains the effects that simple actions may have on objects (it will be dark when you turn off the light). Recognizes which element of an object causes the effect in simple relationships (the beads inside the box make the noise). Begins to use “What?” “Who?” “When?” and “Where?” questions.	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 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. 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”.
Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.	
Birth through 8 Months Reaches for a toy or object that has rolled away. Seeks assistance from caregiver using vocalizations, facial expressions, or gestures. Experiments with different ways of sucking (bottle vs. breast vs. thumb). Responds to caregiver’s voice when upset.	SED 4a Problem-Solving: Solves problems SED 4a.1 Uses simple repeated actions or movements to solve a problem.

Accepts or resists new tastes/textures.	
6 to 18 Months Uses active exploration and trial and error to figure out how things work. Uses objects as a means to an end (uses a bucket to transport blocks from one room to another, uses a spoon to reach for food). With improving concentration, spends a longer time exploring objects.	SED 4a Problem-Solving: Solves problems 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.
16 – 38 Months Tries several methods to solve a problem before asking for assistance. Communicates to request assistance. Uses solutions that are often not reality based. Uses solutions that tend to reflect the child’s own personal experience and perspective. Becomes more persistent in trying to solve tasks on their own. May become frustrated when outcomes are different than expected.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.
36 to 60 Months Explores various ways to solve a problem and select one option. Seeks assistance from another child or adult to solve problems. Modifies actions based on new information and experiences (change block structure when the tower continues to fall).	SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.

Uses magical thinking to influence solutions to problems (child thinks inanimate objects have intentions). Uses emerging perspective taking to think of multiple situations for problem-solving. Solves an increasing number of problems within everyday activities.	
Goal 12: Children expand abilities for conjecture, hypothesizing, and guessing.	
Birth through 8 Months Displays curiosity using senses (vision, hearing, taste, touch, smell). Looks for or orients toward sights and sounds. Uses fingers at first for self-soothing. Uses sounds, gestures, and movements to impact the environment and interactions. Uses repetitive actions to cause desired effect (kicks or swats mobile, continues to bat at object to repeat sound). Looks at or listens to novel objects.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.
6 to 18 Months Engages in goal-directed behavior and shows persistence in getting a desired object. Bases problem-solving in exploration and trial and error with objects. Begins to observe other's actions in relationship to their own.	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. 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.

Uses a variety of strategies to explore unfamiliar objects. May resist unfamiliar foods.	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
16 – 38 Months Experiments with effect of own actions on objects and people. Observes others' actions to see the effect they have on objects and people. Needs adult help or explanation for problem (may use social referencing). Uses repetition in practicing behaviors and seeing consequences. Begins to see how one thing leads to another. Looks longer at surprising or irrational events than at a predictable event. May want the surprise to occur again, or to trigger the novel experience.	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. 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. SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.
36 to 60 Months Asks questions to get more information about why something happens. Explains the effects that simple actions have and their outcomes. Recognizes which object or element of an object causes the effect in simple relationships. Answers “what next” questions. Uses self-talk when solving a difficult problem.	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. 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.

Acquires the ability to hold more than one attribute in mind. Becomes aware that other people can have different ideas or thoughts from their own. Can categorize objects into groups. Begins to make, recognize, and extend patterns. Changes from magical thinking to understanding causation and planned actions. Uses “why” most often to ask questions as they hypothesize. Begins to “Who,” “What,” “Where,” and “When” to gain information to form hypothesis.	
Goal 13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.	
Birth through 8 Months Shakes stuffed animal or objects in same way as rattle to hear noise. Watches separate body parts, their movement, and experiments with control of their movements. Imitates actions, gestures, and sounds. Explores objects in many different ways. Sustains gaze or tracks object. Observes activities.	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment.

Notices changes to familiar places and people.	
6 to 18 Months Uses objects as intended. Understands how familiar objects are used in combination (spoon in bowl, socks on feet). Distinguishes sounds and combinations of sounds. Follows the edges of objects in a space (blanket, bed, or room). Recognizes and responds to people's facial expressions. Tries out a variety of voice tones and way to vary sounds (babbling, squealing, yelling, shouting, pounding on a table, and ringing a bell). Stacks objects and knocks them over. Fill and dump buckets and containers of toys. Places objects around or carries them around.	M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.2 Begins to use simple toys purposefully.
16 – 38 Months Generalizes ideas based on past experiences (watches caregiver blows on hot food before eating, then blows on food, hot or cold, at next meal). Connects objects and ideas (broom for sweeping, swimsuit for swimming). Labels that a person's apparel is based on the weather outside (wearing a sweater means it is cold outside).	M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. 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. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.4 When given two to three options, chooses their most desired option.

Imitates behavior seen in another place and time. Notifies and describes how items are the same or different. Uses actions or words to justify choices. Makes choices when given options (which toy to play with). Articulates changes noticed in familiar places and people. Identifies differences between own and others' work.	
36 to 60 Months Applies new information or vocabulary to an activity. Uses information gained through one modality and applies it to a new context via another modality (tries to build a tower of blocks like the one seen in a book, draws pictures after a field trip). Generates a strategy based on one learning event and extends it to a new learning opportunity learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon). Shows an understanding of same and different. Recognizes and labels aspects of an event. Sorts objects based on attributes (shape, size, and color). Compares experiences, with or without prompting. Explains simple benefits and/or drawbacks of choosing one course of action, with/without prompting.	M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 4b Problem-Solving: Responsible decision-making SED 4b.4 With adult support, lists choices or solutions before making a decision.
Goal 14: Children participate in exploratory play.	

Birth through 8 Months Gathers information through the senses (mouthing, grasping, reaching). Uses more than one sense at a time (uses sight, touch, taste, and hearing by examining and shaking a toy). Observes objects in the environment for a brief period of time. Initiates familiar play scheme (banging objects, grabbing spoon).	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.
6 to 18 Months Uses all five senses to examine different objects with attention to detail. Enjoys movement and motor play. Observes and manipulates objects. Engages in self-talk while playing. Engages in reciprocal play with balls or throwing toys. Enjoys filling and dumping or pushing and pulling activities. Enjoys movement games with caretaker (Pat-a-Cake, Peek-a-Boo). Seeks objects child sees caregivers use (keys, phones). Lacks sequencing and abstraction until the end of this period.	ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials. 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.
16 – 38 Months Uses sorting and classifying.	ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.

Observes and manipulates objects to identify similarities or differences. Uses simple tools (scoops, funnels, shovels, buckets). Explores and plays with sand, mud, and water. Enjoys hiding and finding games. Enjoys jumping, climbing, and chase games. Plays in front of a mirror. Stacks, builds, and knocks down blocks. Plays with malleable materials (play dough, clay, art materials). Starts playing with wagons, tricycles, and push toys. Initiates play with another child through gestures, offering toys, smiling, and eye contact. Constructs using blocks, building bricks, and other manipulative toys.	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 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
36 to 60 Months Uses sorting, classifying, seriation, and patterning. Climbs, swings, jumps, dances, and hops to test skills. Aims, throws, catches, and kicks balls to explore projectile management.	ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. 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 4 Technology: Uses tools and technology to perform tasks

Uses tools, hammers, saws, shovels, and levers to explore the physical properties of moving masses. Plays with wheeled toys (tricycles, scooters, wagons) to explore velocity. Uses art materials to make functional objects. Constructs with building bricks and manipulative toys to explore spatial relationships Uses senses to explore physical environment (sand and water, sweet and sour, loud and soft, identify smells).	SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
Goal 15: Children participate in pretend or symbolic play.	
Birth through 8 Months Coordinates body and visual cues with caregiver. Responds with interest to Peek-a-Boo and hand clapping. Plays with sounds while exploring a toy. Smiles, coos, relax muscles in reciprocal play with caregiver.	CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. ATL 2b Flexibility & Play: Engages in play ATL 2b.1 Explores and manipulates materials.
6 to 18 Months Uses objects functionally. Uses objects symbolically. Use simple abstraction (a stick for a spoon, a tissue for a blanket). Makes animal sounds. Uses 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 4a.3 Uses words, actions and props to pretend. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.2 Mimics the use of familiar objects.

Imitates the roles of adults and older children.	
16 – 38 Months Uses one object as a symbol for another (holds blocks to ear to represent a cell phone). Explores experiences by taking on family roles from within the family. Uses simple, not elaborate, forms. Moves from mostly solitary play to some parallel play. Uses props in pretend play (dolls, animals, trucks, objects). May have an imaginary friend. Reacts to people in costume as if they are the characters they portray. Reacts to puppets as if they are real and not extensions of an adult or another child. May use play to address some fears. Initiates play with another child through gestures, offering a toy, smiling, and eye contact. Uses theme play (animals go to the barn; babies are fed and put to bed). Initiates favorite play themes with peer or adult. Starts giving emotions and language to dolls and other play characters.	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 CA 4b.4 Uses an object as a replacement for a realistic prop or real object. ATL 2b Flexibility & Play: Engages in play ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person.
36 to 60 Months	CA 4a Drama: Participates in dramatic and symbolic play

Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor's office). Takes on pretend roles and situations. Uses appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds). Engages in complex make-believe play (theme-oriented play that involves multiple characters and settings). Makes connections between characters in books, stories, or movies, with people in real-life. Questions if characters in books, family, and traditional oral stories and movies are real or not. Believes objects, events, and characters can be "magic" or have "powers." Understands that conflict can arise from "misunderstanding each other. Can return to favorite play themes with friends. Uses dramatic play to recreate a real situation with self-involvement. Plays out social and emotional issues (power, loss, fears). Uses block and dramatic play areas for imaginative settings and extended play. Extends and consolidates understanding through 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.5 Uses a combination of real and imaginary props or characters to play out a scene.
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Goal 16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.	
Birth through 8 Months Varies intonation in their voices. Looks for disappearing objects. Enjoys Peek-a-Boo. Pulls cloth off of face as part of a Peek-a-Boo game and giggle. Responds to variation in temperature or taste of food.	LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
6 to 18 Months Draws or scribbles and explains what the drawing is. Experiments with new uses for familiar objects. Provides a simple description of a person or object that is not present (child barks when asked what noise the dog makes). Shows object permanence (hiding and finding games, Peek-a-Boo). Reacts to mental images of objects or events (claps hands when told that a favorite person is coming to visit).	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.2 Mimics the use of familiar objects. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
16 – 38 Months Offers brief explanations of drawings. Expresses emotion and experiences through movement, drawing, music, or singing.	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

May use self-talk in play or painting/drawing. May tell stories about an experience or event. May scribble and call it writing. Makes animal noises and looks to caregiver for recognition. Identifies symbols or logos for familiar objects/place (McDonald's arches).	CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.2 Scribbles, colors or paints intentionally on paper.
36 to 60 Months Provides a complex description of a person or object that is not present (child describes the dog is black, soft, and runs around; child gestures to show how big). Uses symbols or pictures as a representation of oral language. Uses objects to represent real items in make-believe play. Recognizes objects, places, and ideas by symbols (recognize which is the men's room and which is the women's room by looking at the stick figure symbols). Uses creative means to express emotions when vocabulary is inadequate. May use shapes and letters to "write messages."	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. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Domain 2: Physical Well-Being, Health, and Motor Development	
Sub-Domain: Motor Development	

Goal 17: Children demonstrate strength and coordination of large motor muscles.	
Birth through 8 Months Moves initially in a predominantly reflexive way (rooting, sucking, grasping, blinking, and swallowing). Holds head erect and steady when held on a shoulder. Lifts head and chest while lying on tummy. Extends legs and kicks when lying on tummy or back. Supports upper body with arms when lying on tummy. Sucks thumb or fingers. Gains control of arm and leg movements. Rolls from side to back, then from back to front. Pounds on things with hands and kicks legs. Reaches for feet and brings them to mouth. Sits with support. Moves from sitting position to crawling or prone position.	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.
6 to 18 Months Sits in lap with head steady. Rocks back and forth on hands and knees and, later, crawl.	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.

Moves to sitting position, without assistance. Sits steady, without support. Pulls self up to stand while holding onto something or someone. Walks two or three steps, without support. Walks holding on to furniture, then, later as the primary means of moving around. Stoops over to explore things on the ground; first without, and then with balance. Tries to climb stairs, with assistance. Carries toys or objects while walking.	
16 – 38 Months Walks and runs with skill; changing both speed and direction. Walks backwards. Climbs in and out of bed, or onto a steady adult chair. Pounds object with intent and precision (hammers peg with accuracy). Kicks and throws a ball, but with little control of direction or speed. Jumps in place. Balances on one foot briefly. Bends over easily at the waist without falling.	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.

Walks in a straight line. Walks up and down stairs (not alternating feet), without assistance.	
36 to 60 Months Walks and runs following circular paths (around obstacles and corners). Runs, pivots to change direction, and stops as appropriate. Crawls through a play tunnel or under tables. Climbs on play equipment. Throws large beanbags or ball with some accuracy. Catches large balls with two hands. Kicks ball forward. Balances on one foot; hops forward on one foot. Jumps on two feet and jumps over small objects with balance and control. Jumps from a height. Jumps for distance. Gallops. Pedals consistently when riding a tricycle.	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.

Starts and stops a tricycle intentionally.	
Walks up and down stairs using alternating feet.	
Goal 18: Children demonstrate strength and coordination of small motor muscles.	
Birth through 8 Months Grasps caregiver's fingers. Brings hands into visual space and moves them. Reaches and swipes at a dangled object. Reaches for a toy, mouth open, and brings object to mouth for exploration. Watches hands while reaching, making some spatial corrections. Grasps and releases an object. When on back, brings extended hands together over chest to grasp or to swipe mobile. When on tummy, or supported sitting, uses both hands to grasp toy and brings towards self. Grasps a toy, releases it to the other hand, or drops it. When relaxed or playing, uses mostly open hands, ready to grasp.	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.
6 to 18 Months Turns pages with adult help.	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.

Shakes a rattle. Transfers small object from hand to hand. Pushes an object off highchair tray. Picks up small objects with thumb and forefinger. Bangs objects together. Waves bye-bye and claps hands. Empties objects from container. Tries to imitate scribbling. Turns pages of a board book independently. Points at object that is out of reach. Holds fat crayon with a full-hand grasp and scribbles on large paper. Fits two cups together, one inside the other. Holds toys in one hand and explores it with the other. Stacks two to three objects.	PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.
16 – 38 Months Turns book pages, one page at a time, most of the time. Scribbles with crayons and begins to imitate marks (a circle). Uses a paintbrush.	PD 2 Fine Motor: Builds strength and coordination of small movements 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.

Folds blanket, cloth diaper, or paper, with assistance. Pours or dumps water, sand, and other materials using other containers or a simple tool. Opens doors, with assistance, by turning and pulling doorknobs. Eats with utensils; using some eating utensils appropriately. Pours liquid from a small pitcher to a cup. Completes simple insert puzzles (uses shape sorter box or puts pegs into peg board). Imitates hand motions of simple finger plays or songs.	
36 to 60 Months Eats with utensils; scoops, spears, and spreads food. Uses various drawing and art materials (crayons, brushes, finger paints). Copies shapes and geometric designs. Opens and closes blunt scissors with one hand. Cuts a piece of paper on a straight line and on a curve. Child needs sharp scissors to cut accurately. Manipulates small objects with ease (strings beads, fits small objects into holes). Fastens large buttons.	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. PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.

Uses large zippers. Uses stapler or paper punch. Completes increasingly complex puzzles (single, cut-out figures to 10-piece puzzles). Writes some recognizable letters or numbers.	
Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.	
Birth through 8 Months Responds by turning toward sound, movement, and touch. Focuses eyes on objects near and far. Tracks objects by turning head. Explores the environment with mouth and hands. Adjusts to changes without becoming distressed (moving through space, sudden noises, etc.). Distinguishes and responds to differences in sound and intonation.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment.
6 to 18 Months Orients to a speaker when addressed by name. Coordinates eye and hand movements (puts objects into large container). Explores and responds to different surface textures.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. CA 2b Dance & Movement: Develops movement techniques CA 2b.2 Moves body purposely such as by swaying or bouncing to music.

Moves body in response to music and sounds. Explores and responds to a variety of textures, sounds, smells, tastes, and visual input. Moves body in rhythm to music and sounds. Seeks out sensory input by mouthing or touching objects. May respond with surprise or resistance to moved sensory input.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
16 – 38 Months Demonstrates awareness of own body in space (walks around table without bumping into it). Performs basic creative movements, with adult guidance or alone (dances to music or rhythm). Eats food with a variety of textures, tastes, and temperatures. Exhibits eye-hand coordination (builds with blocks, completes simple puzzles, or strings large beads). Climbs, walks up inclines, slides, swings to integrate sensory input. Plays with materials of different textures (sand, water, 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. PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
36 to 60 Months Coordinates motor activity based on visual input. Holds materials at an appropriate distance. Moves eyes rather than head to track objects.	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. CA 2a Dance & Movement: Expresses through dance CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.

Physically reacts appropriately to the environment (bends knees to soften a landing, moves quickly to avoid obstacles). Demonstrates concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance). Improves eye-hand coordination for precise movement (catches a bounced ball). Coordinates motor activity based on auditory input (runs to look out the window when hearing a siren). Demonstrates sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.	CA 2a.6 Expresses ideas, feelings and stories through creative movement.
Sub-Domain: Physical Development	
Goal 20: Children demonstrate the stamina and energy to participate in daily activities.	
Birth through 8 Months Walks, runs, climbs, jumps in place, crawls, squats, and rolls throughout the day. Alternates quiet and active movement. Indicates fatigue or desire for movement by seeking rest or unrestrained movement. Initiates and maintains active play and exploring and interacting with the environment.	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 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.
6 to 18 Months	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles

Walks, runs, climbs, jumps in place, crawls, squats, and rolls throughout the day. Alternates quiet and active movement. Indicates fatigue or desire for movement by seeking rest or unrestrained movement. Initiates and maintains active play and exploring and interacting with the environment.	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 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.
16 – 38 Months Participates actively in simple games, and uses simple, active play materials and toys. Runs spontaneously on sturdy surfaces. Engages in unstructured physical activities (playing on slides, swings, or tricycles; climbing and running games, dancing, and marching). Sleeps 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.
36 to 60 Months Carries light objects, bags, or backpacks for a short distance. Repetitively practices new skills. Engages in sustained unstructured physical activity on a daily basis.	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 21: Children engage in a variety of physical activities.	
Birth through 8 Months Reaches for items, and kicks items with intention.	PD 1 Gross Motor: Builds strength, coordination and balance of large muscles

Child's body responds as reflexes are stimulated (grasping, rooting, and sucking reflexes).	PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
6 to 18 Months Shows excitement when toys and objects are used in play. Runs, climbs, jumps in place, crawls, squats, and rolls throughout the day. Participates in simple movement games. Demonstrates willingness to try new games and toys.	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.
16 – 38 Months Attempts new activities that require physical movement, with or without adult assistance. Participates actively in simple games, dance, and movement activities. Initiates physical activities. Develops a sense of games, and starting play in games like “chase,” or being active characters (firefighter or hero figures).	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.
36 to 60 Months Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement. Initiates structured and unstructured physical activities throughout the day.	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.

Incorporates various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom). Participates in cooperative games with peers.	
Sub-Domain: Health and Personal Care	
Goal 22: Children practice basic personal care routines.	
Birth through 8 Months Indicates needs and wants such as sleep or discomfort from heat or cold. Indicates anticipation of feeding on seeing the breast or bottle. Demonstrates increasing ability to self-soothe and fall asleep. Shows feelings of hunger and fullness in feeding 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. PD 5.1 Cries when hungry.
6 to 18 Months Indicates needs and wants such as hunger or sleep. Assists caregiver with holding bottle; later grasps a cup. Begins to use fingers to self-feed crackers and other easy-to-dissolve foods. May indicate when in need of diaper change. May assist adult when undressing, dressing, and diapering. Removes loose clothing (socks, hats, mittens). Holds own cup when drinking.	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 5 Nutrition: Follows healthy nutrition routines. PD 5.2 Communicates the need to eat and feeds self some finger foods.

Begins to use a spoon.	
16 – 38 Months Shows through gestures, expressions, body language, or words that child is about to urinate or have a bowel movement. Feeds self with spoon, without assistance. Washes hands, with assistance. Demonstrates interest in changing clothes when wet or muddy. Participates in putting on shoes and socks. Dresses and undresses completely, with assistance. Uses personal care objects correctly and regularly, sometimes with assistance (drinks from open cup, brushes hair, brushes teeth). Participates in sleeping routines such as getting and arranging their bedtime comfort items.	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. PD 4a.3 With help, participates in self-care routines. 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 Feeds self with fork and spoon; and spreads with a blunt knife, without assistance. Washes hands independently, with frequency. Gets a drink of water from an appropriate tap, without assistance. Dresses and undresses, with minimal help. Chooses own clothes to wear, when asked.	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. 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 5 Nutrition: Follows healthy nutrition routines. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.

Puts shoes on, without assistance. Decides, with few prompts, when to carry out self-help tasks (to wash hands when dirty and before meals). Chooses to rest, when tired. Participates in helping younger siblings with personal care routines. Cares for toileting needs other than wiping. Independently completes toileting activities, including wiping and flushing the toilet.	
Goal 23: Children demonstrate personal health and hygiene skills.	
Birth through 8 Months Responds to vocalizations during routines including diaper changing, eating, and dressing. Indicates needs and wants such as hunger, fatigue, a soiled diaper, or discomfort. Relaxes during bathing 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 4b Personal Care: Understands bodily functions PD 4b.1 Explores body parts, such as hands and feet.
6 to 18 Months Indicates needs and wants such as hunger, fatigue, a soiled diaper, or discomfort. Displays an awareness of hand washing routine and allows hands to be washed.	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 4b Personal Care: Understands bodily functions

Enjoys bath time. Vocalizes needs and wants such as hunger, fatigue, a soiled diaper, or discomfort. Participates in hand washing routine. Begins to brush gums and teeth, with assistance. Participates in bath time routines.	PD 4b.2 Points to body parts when prompted.
16 – 38 Months Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper, when prompted. Shows interest in toilet training and begins to use toilet regularly by 36 months, with assistance. Participates in bathroom routines. Washes and dries hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose). Uses tissue to wipe nose, with assistance. Communicates with caregiver when they are not feeling well. Cooperates and assists with tooth brushing.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing 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 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts.
36 to 60 Months Takes care of own toileting needs. Washes and dries hands before eating and after toileting, without assistance.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing 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.

Cooperates and assists caregiver with tooth brushing. Identifies health products (shampoo, toothpaste, soap). Covers mouth and nose when coughing and sneezing with elbow or tissue. Uses tissue to wipe own nose and throws tissue in wastebasket. Recognizes and communicates when experiencing symptoms of illness. Cooperates and participates in care for acute and chronic illness (takes medicine, with assistance).	PD 4b Personal Care: Understands bodily functions PD 4b.6 When feeling sick, describes symptoms. Describes some contagious diseases.
Sub-Domain: Nutrition and Feeding	
Goal 24: Children eat a variety of nutritious foods.	
Birth through 8 Months Breastfeeds, if appropriate for family preferences and circumstances. Regulates the speed and intensity with which they eat. Uses facial expressions and body movements to indicate feelings of hunger and fullness. May experiment with tastes of pureed foods beginning at 6 months, with approval of the physician. Explores food with fingers.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.1 Cries when hungry.
6 to 18 Months	PD 5 Nutrition: Follows healthy nutrition routines.

Consumes a variety of foods. Explores food with fingers. Regulates the speed and intensity with which they eat Uses facial expressions and body movements to indicate feelings of hunger and fullness. Shows personal preferences. Begins to use fork and spoon, although not always with accuracy. Increases food vocabulary.	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.
16 – 38 Months Expands recognition and eats a variety of foods. Distinguishes between food and non-food items. Makes personal food choices among options. Explores new foods when offered. Talks about being hungry or full. Uses cup to drink beverages. Begins using serving utensils. Begins to pass and receive food in serving containers. Uses fork and spoon, with limited accuracy, but continues to use fingers often.	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 Accepts a greater variety of foods, displays greater acceptance of textures and flavors. Expresses food preferences using increasingly descriptive vocabulary. Uses spoon and fork but continues to use fingers for efficiency. Begins to have accuracy with a knife for spreading soft foods such as butter or jelly. Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals. Uses serving utensils to self-serve food, with increasing accuracy. Passes food at the table and takes appropriate-sized portions or participates in other culturally-specific family serving styles. Expresses hunger and fullness using words such as “I’m hungry” or “My tummy is full.” Begins to identify sources of food.	PD 5 Nutrition: Follows healthy nutrition routines. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
Sub-Domain: Safety	
Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations.	
Birth through 8 Months Shows recognition of the differences between primary caregivers and strangers.	PD 3 Safety: Demonstrates safe practices PD 3.1 Reacts to unexpected noises, lights or sights. SS 1a Culture & Community: Identifies community and family roles.

Demonstrates anxiety or exhibits disengagement cues when the child has undergone prolonged, painful, or stressful situations (medical procedures, chaotic environments). Shows anxiety of the difference between primary caregivers and strangers.	SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
6 to 18 Months Begins to respond to cues from caregivers about warnings of danger. Begins to react when caregiver says, “no,” but may need assistance to stop unsafe behavior. Respond to cues from caregivers about warnings of danger. Reacts when caregiver says, “no,” but may need assistance to stop unsafe behavior.	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
16 – 38 Months Begins to avoid dangers (blowing on hot food, hot stoves, sharp knives), but cannot be relied on to keep self safe. Knows to hold caregiver’s hand when walking in public places. Communicates to adult when someone hurts or makes them feel bad.	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.
36 to 60 Months Communicates to peers and adults when seeing dangerous behaviors (throwing rocks on the playground). Carries scissors and pencils with points down to avoid accidents.	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.

Looks both ways before crossing street or road and knows to cross with adult assistance. Recognizes danger and poison symbols and avoids those objects or areas. Does not touch or take medicine, without adult assistance; but knows that medicine can improve health, when used properly. Understands the difference between safe touch and unsafe touch. Identifies appropriate clothing and sunscreen for various weather conditions. Recognizes safety issues with guns, fire, water, and strangers.	
Goal 26: Children demonstrate awareness and understanding of safety rules.	
Birth through 8 Months <i>No examples are provided at this age range in the Idaho Early Learning Guidelines.</i>	NO STATE INDICATOR AT THIS AGE RANGE <i>The source leaves this age band blank.</i>
6 to 18 Months Reacts and responds to caregiver's words or actions; can be distracted from unsafe behavior with words, physical prompts, or signal from adult, but requires constant supervision and guidance (stops unsafe activity when told to "stop"). Follows some consistently set rules and routines. Watches familiar adult for appropriate reaction.	PD 3 Safety: Demonstrates safe practices PD 3.2 Responds to possible dangers in environment and avoids them when prompted. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.2 Participates in communal activities.
16 – 38 Months	PD 3 Safety: Demonstrates safe practices

Displays recognition of the rules, though may not always follow them. Anticipates consequences for not following rules. Pays attention to safety instructions, with assistance (cooperates when told, “I need to hold your hand when we cross the street.”). Verbally offers simple rules (hot, no-no, no running inside).	PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger. 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 Understands and anticipates the consequences of not following rules. Identifies safety signs posted indoors and outdoors. Follows emergency drill instructions (fire, earthquake, bomb, lockdown). Follows basic safety rules, with assistance (bus, bicycle, boat, plane, playground, crossing the street, stranger awareness, using sidewalk). Initiates getting buckled into age- and weight-appropriate car safety seats in vehicles. Puts on or asks for helmet before riding a bicycle or other wheeled toy. Shows an interest in participating in setting rules for indoor and outdoor play in a classroom setting.	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. 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.
Domain 3: Social and Emotional Development	
Sub-Domain: Social Development	

Goal 27: Children trust, interact with, and seek assistance from adults.	
Birth through 8 Months Responds to the caregiver's attempts to interact. Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or the need for comfort. Turns toward sight, sound, and smell of mother as opposed to an unfamiliar adult. Shows preference for primary caregivers. Establishes an attachment with the primary caregiver and other consistent adults in the child's life. Is quieted by or seeks comfort by an attachment figure when crying. Lifts arms to be picked up by an adult. Establishes and maintains interactions with caregivers. Shows preference for familiar adults through smiling and gestures. Gestures and babbles back and forth with caregiver. Uses body movements to initiate social interactions (pats adult's face). Looks for caregivers' response in uncertain situations. Follows caregiver's gaze to look at toy.	SED 3a Social relationships: Develops relationships with adults SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.1 Calms with support from caregiver.

Gives cues to initiate and maintain interaction with the caregiver by the end of the period.	
6 to 18 Months Gives cues to initiate and maintain interaction with the caregiver. Explores environment, with support. Enjoys solitary play (playing alone with books or toys for a few minutes). Distinguishes between familiar and unfamiliar adults. Seeks support and security with familiar adults. May exhibit separation reaction by crying when caregiver is not in sight or clinging to caregiver in the presence of strangers (separation anxiety increases over time and then diminishes). Cries out or follows caregiver when he/she leaves the room. May seek comfort from a favorite blanket or toy especially when a favored caregiver is absent. Turns excitedly and lifts arms to a favored adult on reunion after an absence. Calms quickly after primary caregiver returns. May display anxiety when an unfamiliar adult gets too close. Reconnects with the caregiver by making eye contact with him/her from time to time.	SED 3a Social relationships: Develops relationships with adults SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. 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. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.

Plays confidently when caregiver is in the room but runs or crawls to him/her when frightened. Seeks assistance and attention from caregiver using verbal cues, words, sounds, or body movements. Shows awareness of feelings displayed by others by matching the facial expressions and smiling responsively.	
16 – 38 Months Calls to caregiver from across the room to make sure he/she is paying attention. Feels comfortable when playing away from primary caregiver but cries out or seeks familiar adult when they fall down. Talks about transitions (e.g., “Mama goes to work.” “It’s time for snack time, right?”). Shows skillful ways to keep parent/caregiver with them (gestures for one more hug when parent is leaving for work or asks parent to help with one more task). Tests own abilities and the boundaries with familiar adults. Resists transitions or finds ways to change transitions (bring grandma’s favorite book to her to see if she will read it again after she says, “We are all done reading, and it is time for a nap.”). Imitates adult activities (pretends to cook or read next to an adult who is reading). Initiates interactions and plays with adults.	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 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 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.2 Mimics observed behaviors and words.

Responds appropriately to adults' verbal greetings. Seeks adult assistance with challenges. Will play longer independently with toys or outside. May insist on dressing, eating or fixing a toy without help; even if the child struggles. Checks periodically with caregiver for help or reassurance when playing by self or with peers. Knows some rules and limits but will test them. Starts activity after a caregiver makes suggestions (uses adult's suggestions to find missing pieces to a toy, or items needed for an art activity). Begins to follow and tell basic safety guidelines and requirements (hot – don't touch).	
36 to 60 Months In familiar settings, separates, with assistance from significant adults, without undue anxiety (younger child may need extra help). Expresses affection for significant adults. Approaches adults for assistance and offers to assist adults. Carries out actions to please adults, at times. Tells feelings about adults (e.g., "I love Grandpa!").	SED 3a Social relationships: Develops relationships with adults 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. SED 3a.6 Identifies trusted adults in the community and describes when to seek help. SED 2a Self-Regulation: Manages feelings and behavior SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 4a Problem-Solving: Solves problems

Plays independently but seeks comfort from familiar adults when distressed. Asks questions of adults, as needed, to obtain information. Follows caregiver's guidance for appropriate behavior in different environments. Identifies known safety roles and distinguishes between trusted and unknown adults (police officers, fire fighters). Brings simple problem situations to adult's attention. Works independently and asks for help only when necessary. Works cooperatively with an adult to plan and organize activities and solve problems.	SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Goal 28: Children develop friendships with peers.	
Birth through 8 Months Initially responds and prefers caregiver's face and voice. Gazes and smiles spontaneously at other children. Shows enjoyment in interactions with other children by kicking and reaching, and using gestures, facial expressions, and vocalizations. Responds verbally when interacting with peers (laughing or babbling). Shows interest in other children and visually tracks their actions. Observes other children and imitates their sounds, actions, and motions.	SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers.

Becomes sad or cries when other children are crying. Begins to show awareness of feelings displayed by others by matching facial expressions and smiling responsively.	
6 to 18 Months Initially engages in self play. Reaches out to and engages momentarily with other children. Pats/touches child nearby. Pokes or reaches at other children to explore. Pushes toys toward another child. Hands toys to other children. Takes objects from other children. Observes other children and mimics their behavior (sees another child banging a toy and they begin to bang their toy). Babble, make sounds toward, and respond to other babies and older children (talking, smiling, babbling). Shows interest when other children are crying and tries to help (brings child a toy) or begins to cry. Engages in parallel play or briefly plays beside other children.	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. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.
16 – 38 Months Plays side-by-side with another child.	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.

Observes and imitates another child's behavior or activity. Initiates social interaction with peers (brings toys to child, moves close to child, or takes a child's toy). Shows enthusiasm about the company of other children. Spontaneously shows preference for familiar playmates. Responds verbally when interacting with peers (talking or signing). Will ask about other children (e.g., "Where's Rafael?"). Begins to understand how to take turns during play with peers, with considerable assistance. Gives up and keeps objects during playful interactions with peers, with assistance. Mimics other children's behaviors or movements. Engages in brief social games (rolling the ball, Ring Around the Rosy).	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. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.
36 to 60 Months Plays beside and interacts with peers. Sometimes share toys with other children as they play. Shows enjoyment in playing with other children. Engages with other children in play involving a common idea (dramatic play, block building). Begins to show preference for particular playmate.	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.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. LLD 2b Communication: Uses conversational skills

Tries a variety of strategies to engage a peer. Separates willingly from adults to play with friends. Has at least one other friend. Initiates conversations with other children; asks questions and responds. Makes decisions with other children, with adult prompts as needed (making rules). Can wait briefly for a turn when playing with other children. Leads or participates in planning cooperative play with others. Uses play as a vehicle to build relationships and develops an appreciation for their own ability and accomplishments.	LLD 2b.6 Initiates conversation with adults and peers.
Goal 29: Children demonstrate positive negotiation skills.	
Birth through 8 Months Communicates needs through crying, vocalizations, and movements. Uses voice to interact with caregiver in a conversational way (e.g. baby says, “ooh” and caregiver says, “ooh”). Reaches out to touch adults, other children, or others’ toys. Expresses self through differing vocalizations (differentiated cry, hunger, pleasure, protest). Mimics facial expressions and simple movements.	SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.

Gives eye contact and follows movement in the room. Gives or takes toys from a familiar adult. Gives cues to initiate interaction with caregiver, by the end of the period.	
6 to 18 Months Uses others' facial expressions, gestures, or voices to guide behavior. Uses repeated actions to let others know what is wanted, or to have fun. Accepts adult intervention to settle disputes over toys. Takes or leads others toward desired toy or activity to play (takes caregiver's hand and leads them to a toy). Initiates an interaction by pointing. Gives and takes toys from other children or adults. Asks for help through sign language, crying, or simple speech. Calls out to caregiver from across the room. Looks over at caregiver to check-in. Shares food with significant caregiver. Engages in a series of actions with caregiver and peers by the end of the period.	SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SS 2b Civics & Economics: Understands concepts of money and economics SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine. SED 4b Problem-Solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices.
16 – 38 Months	SED 3c Social relationships: Participates cooperatively in groups

Brings toys or objects to others as a gesture of play. Spontaneously gives hugs to others. Follows a brief social game (rolling the ball, chasing, Ring Around the Rosie). May push, hit, or bite when another child takes a toy. Uses adult help to take turns, including giving up and keeping toys and other objects. Follows simple directions and will sometimes test limits. Asserts ownership by saying “mine.” Communicates with other children to settle arguments, with assistance. Indicates preferences and intentions by communicating yes/no questions (e.g., “Are you done with that?” “Are you still using it?” “Can Javier use it now?” “Do you want to keep it?”).	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 2b Civics & Economics: Understands concepts of money and economics 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 Understands the concept of “mine” and “his/hers.” Approaches other children positively. Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult). Uses different turn-taking strategies (bartering, trading, and beginning to share).	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. 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. SED 1b Self-Awareness: Expresses needs and preferences

Without using physical aggression, negotiates with other children to solve a problem, with some adult assistance. States a position with reasons (I do not want to play right now because I am tired.). Seeks out adult when needing help to solve a conflict Considers the need or interest of another child and accepts or suggests mutually acceptable solutions.	SED 1b.6 Expresses and advocates for one's needs or personal preferences. SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4b Problem-Solving: Responsible decision-making SED 4b.6 Considers others' feelings when making decisions.
Goal 30: Children demonstrate awareness of behavior and its effects on others.	
Birth through 8 Months Repeats actions many times to cause a desired effect (smiles because it makes caregivers smile and laugh). Recognizes that certain adult actions are associated with expected behavior ("When my caregiver puts me in my crib... I am supposed to go to sleep."). Repeats vocal sounds or screeching to gain caregiver's attention. Pushes or drops items off highchair and looks to caregiver for reaction. Repeatedly bangs or waves object and looks to caregiver for response. Anticipates specific reactions to their actions, by the end of the period.	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. 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. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.
6 to 18 Months	SED 4b Problem-Solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices.

Uses others' facial expressions or gestures to guide own behavior ("I will look at my mother as I reach for the electric outlet."). Begins to respond to words and tone of voice for redirection. May repeat behaviors despite negative consequences. Shakes head "no" or "yes" in response to questions, mostly "no," even when child means "yes." Uses simple gestures or signs to indicate needs or wants. Shows understanding that characters from books are associated with certain actions or behaviors (animal book and animal sounds). Brings or gives toys to others to connect or play. Moves towards or reaches for caregiver to be held. Uses repeated sounds or words to gain caregivers attention or reaction (e.g., child says, "ba, ba, ba," and caregiver responds, with "ba, ba, ball."). Modifies behavior in an effort to solicit others' actions or responses, by the end of the period.	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.
16 – 38 Months Imitates peers' behaviors (herding behavior - everyone goes to the block area). Experiments with the effects of own actions on objects and people. Demonstrates understanding that playing with certain objects will get adult's attention. Experiences consequences of a specific behavior but	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 3d Social relationships: Identifies and respects emotions of others SED 3d.2 Explores different facial expressions, such as in pictures.

may not understand why the behavior warrants the consequence (e.g., “Why can’t I bang on the pot?”). Recognizes that certain behaviors will elicit positive or negative responses from adults. Anticipates the impact of their actions (will squint their eyes or look to caregiver before they drop an object). Can discriminate actions according to age, gender, and circumstances. Will take others’ hand or ask others to come play. Will tell others “no” or “yes” to simple questions. Begins to understand the concept of taking turns in a game. Begins to anticipate the impact of their actions, by the end of the period.	
36 to 60 Months Asks “why” questions to understand effects of behavior (“If I do this, why does that happen?”). Asks “what” questions to understand effects of behavior (“What will happen if I do this?”). Demonstrates understanding of the consequences of own actions on others (“If I share my toy, they will be happy.”). Recognizes other children’s kind behaviors.	SED 4b Problem-Solving: Responsible decision-making SED 4b.6 Considers others’ feelings when making decisions. SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. 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.

Shows sympathy and/or empathy for physically hurt or emotionally upset child. Understands the need to wait for a short period of time for a fun game or activity. Understands the reasons for rules and routines within the group and accepts them. Begins to accept the consequences of behavior. Logically connects actions and reactions.	
Goal 31: Children participate positively in group activities.	
Birth through 8 Months Reaches out to touch other children or grabs their toys. Smiles at other children and adults. Expresses contentment or joy when with other children, or when a familiar adult is present. Participates in simple give-and-take with adults, by the end of the period.	SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SED 3b Social relationships: Develops relationships with peers SED 3b.1 Notices, responds to and looks at peers.
6 to 18 Months Responds to other children in their environment by looking and reaching toward peers. Begins to watch simple associative play of other children, with adult support.	SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others. SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.2 Participates in communal activities. ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person.

Begins to participate in simple parallel play with other children (same toys but no playing together). Sits together briefly during some activities (snack, story time, lap time). Imitates others' behaviors in the group. Begins to take turns with simple activities, with assistance. Knows some children's names. Shows empathy for a child who is crying or upset. Becomes familiar with routines and rituals within the group or family.	
16 – 38 Months May spontaneously laugh and squeal in response to other children. Engages briefly with peers in structured play. Uses names of other children. Able to wait to take turns, with assistance. Able to share some objects, people, and space with peers; with adult assistance. Shows increasing enthusiasm about the company of others. Participates in loosely structured group games (chase, dramatic play). Follows family and group routines (meal time behavior).	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.3 Recognizes and attends to adults to hear rules, routines and expectations. ATL 2b Flexibility & Play: Engages in play ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.

Mindful of own space and toys.	
36 to 60 Months Notices and comments on who is absent from routine group settings (play groups). Identifies self as a member of a group (refers to our family, our school, our team, our tribe). Uses play to explore, practice, and understand social roles. Joins a group of other children playing, with adult prompts, as needed. Understands and complies with group rules.	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. 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. ATL 2b Flexibility & Play: Engages in play 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.
Goal 32: Children demonstrate sympathy and empathy.	
Birth through 8 Months Watches and observes adults and other children's reactions and behaviors. Smiles when seeing a smiling face. Shows caution or distress when someone is crying or upset. Responds to others by vocalizing or cooing. May reach out to others to touch. Reacts to human face more than to objects. Responds to another's cry, by the end of the period.	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 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.

6 to 18 Months Explores plants, flowers, and other living things with multiple senses. Expresses interest and excitement about animals and other living things. Recognizes and responds or reacts to strong emotion in caregiver or other children. Likes to look at and can recognize self and caregiver in a mirror. Increasingly uses social referencing (others' reaction) and emotions to guide behavior. Offers objects, food, hugs to others. May try to comfort another person who is upset. May become upset when others are hurt. Matches emotions of others. Shows interest and excitement about living things around them.	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.3 Recognizes the emotions of others and demonstrates concern for others. SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures.
16 – 38 Months Demonstrates awareness of feelings during pretend play (soothes a crying doll). Comforts peers when they are hurt or upset, with adult assistance. Names emotions of self and others (happy, sad).	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. SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings.

Realizes and expresses how another child might feel (e.g., “Tanya is crying, I think she is sad.”). Acts kindly and gently with safe, child-friendly animals. Increasingly shares with others, helps others, and “cares” for baby siblings. Becomes concerned about objects related to social behavior (broken toys, missing buttons, or puzzle piece). Will initiate interactions with others. Begins to understand that others may have some feelings, by the end of the period.	
36 to 60 Months Notices and shows concern for peers’ feelings. Continues to observe others’ reactions. Adopts a variety of roles and feelings during pretend play. Communicates appropriate feelings for characters in stories. Considers what is alive, not alive, and dead. Keenly aware of what is unfair to themselves. Labels own emotions and, increasingly, the emotions of others.	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. SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings.
Goal 33: Children develop a sense of humor.	
Birth through 8 Months	SED 1d Self-Awareness: Identifies emotions

Giggles and laughs in response to environment or people. Starts to differentiate familiar from unfamiliar. Reacts to small surprises such as sounds, faces, and Peek-a-Boo. Reacts to physical sensations (rocking, lifting). Reacts to gentle tickling and tummy “raspberries”. Begins to initiate interactions with caregivers or other children. Watches and observes the environment and the people in it. Recognizes and takes interest in new experiences and objects. Has ability to engage in a relationship.	SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
6 to 18 Months Likes novel sounds and funny faces from familiar people – incongruity. Anticipates favorite routines. Begins to understand physical humor (falling down, laughing, looking between legs). Laughs at surprises and changes from the usual.	SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures.
16 – 38 Months Laughs at incongruities; visual and spoken (pants on head, cow says, “quack”). More secure with concept knowledge allowing flexibility for humor.	SED 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games.

Exhibits social referencing, joint attention, and reciprocity with adults and peers (plays chase). Exhibit physical humor (falls down and laughs). Begins word play – repeats sounds. Begins to initiate humorous situations. Makes animal sounds. Mimics adults as they laugh, with or without knowing the reason for the laughter.	
36 to 60 Months Likes simple verbal jokes/riddles, although may not be able to replicate format (Knock-Knock); pre-riddle stage. Participates in group glee. Mimics impersonation. Uses slapstick, physical humor. Laughs for the delight of laughing. Uses body function humor. Makes rude noises. Makes up sounds and rhymes without meaning. Combines nonsense and real words.	SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. LLD 3a Phonological Awareness: Rhyme LLD 3a.6 Rhymes with real and nonsensical words.

Uses distortions of familiar attributes/concepts (man's head/dog's body, changes in size, shape). Laughs at gender reversals and incongruous actions (a cow on skates).	
Goal 34: Children adapt to diverse settings.	
Birth through 8 Months Actively observes surroundings. Demonstrates recognition of a new setting by changing behavior (looks to parent for guidance). When ready, explores new settings with support from caregiver. May show different reactions to familiar and unfamiliar people, by the end of the period.	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. SS 1a Culture & Community: Identifies community and family roles. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
6 to 18 Months Explores new settings with support from caregiver. Demonstrates awareness of different settings by clinging or staying close to caregiver. May become anxious when separated from primary caregiver, if not routine. May refuse to look at or respond to unfamiliar people. May show irritability when routines are disrupted.	SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support. SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places. 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.
16 – 38 Months	SED 2b Self-Regulation: Follows routines and transitions

Begins to separate from primary caregiver in familiar settings outside the home environment (not always easily). Explores and plays in a range of familiar settings. Displays ease and comfort in a variety of places with familiar adults (home, store, car, playground). Asks questions or acts in other uncertain ways in unfamiliar settings and environments. May resist leaving a familiar setting.	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 SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.
36 to 60 Months Explores objects and materials and interacts with others in a variety of new settings. Adjusts behavior in different settings (home, playground). Adjusts to transitions from one activity/setting to the next during the day.	SED 2b Self-Regulation: Follows routines and transitions SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SS 3a Geography: Identifies types of places SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community. SED 3a Social relationships: Develops relationships with adults SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
Goal 35: Children recognize, appreciate, and respect similarities and differences in people.	
Birth through 8 Months Observes self in mirror. Initially does not recognize the image as self. Focuses attention on others. Notices others' physical characteristics (pats another person's hair).	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.

Will respond more to a familiar face than a stranger's face. Can distinguish primary caregivers from others, by the end of this period.	
6 to 18 Months May express curiosity about others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs; if they have the opportunity to regularly interact with others. Recognizes self in mirror. Observes strangers from a distance. Seeks primary caregiver if stranger approaches too quickly. Approaches and is curious about other children. Plays in the presence of other children. Can play near others who are different than them, by the end of the period.	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. 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.
16 – 38 Months Becomes aware of differences in gender and other basic similarities and differences between self and others, with adult guidance. May verbalize general differences in gender, clothing, skin color, or hair color. Demonstrates awareness of personal preferences (mommy likes the red car, I like the fire truck).	SS 1c Culture & Community: Respects diversity SS 1c.3 Identifies similarities and differences between self and others. SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes.

May be shy or reserved with new people or animals.	
36 to 60 Months Compares similarities or differences of others (height, hair color) in his/her circle of contact. Develops awareness, knowledge, and appreciation of own gender and cultural identity. Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs; with guidance. Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics. Demonstrates an understanding of inclusion or fairness through words and actions.	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. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.
Sub-Domain: Emotional Development	
Goal 36: Children perceive themselves as unique individuals.	
Birth through 8 Months Explores own body (observes hands, reaches for toes). Explores the face and other body parts of others (touches caregivers' ears, hair, hands). Shows awareness of self in voice and body. Responds with gestures or vocalization to sounds, movement, or the facial expressions of others.	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 1b Self-Awareness: Expresses needs and preferences SED 1b.1 Vocalizes or moves to express needs.

Shows interest in and may reach for others.	
6 to 18 Months May express curiosity about signal caregivers for assistance, attention, or the need for comfort. May become upset when separated from parent. Points to at least two body parts when asked. Responds with gestures or vocalizations when name is spoken. Shows awareness of self in a mirror image. Protests when preferred activity is stopped. Grasps and bangs objects. Feels a sense of ability in one's own body to make something happen. Increases independence in playing with toys. Increases interest in others bodies, especially faces.	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.2 Seeks out or responds to favorite or preferred toys, objects or people. 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.
16 – 38 Months Tests limits and strives for independence. Becomes upset when separated from primary caregiver and may cling upon reunion. Recognizes and calls attention to self when looking in the mirror or at photographs. Identifies self and uses own name when asked (e.g., “I am a boy. “My name is Rueben.”).	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.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

Identifies objects as belonging to him or her (e.g., “Mine!”). Shows awareness of being seen by others (exaggerates or repeats behavior when child notices someone is watching). Occupies self appropriately for brief periods of time (10 to 15 minutes). Attempts to complete basic daily living tasks (eating, getting dressed). Can make choices when given two to three options. Indicates preferences by answering yes/no questions.	SED 1c.2 Attempts to do a familiar task or explore objects independently.
36 to 60 Months Demonstrates awareness of their abilities, characteristics, and preferences. Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in the third person. Chooses individual activities (doing puzzles, painting). Expresses self in different roles during pretend play. Can express feelings about separating from primary caregiver. Compares self with others. Describes self as a person with a mind, a body, and feelings. Describes family members and begins to understand their relationship to one another.	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 1b Self-Awareness: Expresses needs and preferences SED 1b.6 Expresses and advocates for one’s needs or personal preferences. SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. 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.

Exerts will and preferences.	
Goal 37: Children demonstrate belief in their abilities.	
Birth through 8 Months Can calm self for very brief periods by sucking or staring at an object. Repeats a sound or gesture that creates an effect (repeatedly shakes a rattle after discovering that it makes a sound). Recognizes that adults respond to cues. Explores environment. At first in close contact with caregiver, and then farther away from caregiver as the child grows. Looks to caregiver when accomplishing new tasks (sitting, pulling up). May sometimes show signs of “global empathy” and get upset when someone else is upset.	SED 1c Self-Awareness: Completes tasks independently SED 1c.1 Reaches for a familiar object or toy. 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. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.
6 to 18 Months Gives objects or toys to others (picks up a rock then reaches to give it to caregiver). Smiles when succeeding in a task/activity. Monitors caregiver’s emotional expressions in situations of uncertainty. Begins to express a desire for individuality. Says “no” and uses frequent tantrums to express the desire to be independent.	SED 1c Self-Awareness: Completes tasks independently SED 1c.2 Attempts to do a familiar task or explore objects independently. 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. ATL 1b Attention & Persistence: Persists ATL 1b.2 Repeats actions to gain a result.

Shows genuine concern for another's distress. Projects empathetic behavior of their own needs on another. Continually needs to stay away from danger. Shows concern about broken toys or damaged goods that do not conform to an expected standard.	
16 – 38 Months May show a few signs of feelings associated with actions. Recognizes own accomplishments. Shows completed projects (drawing, pile of blocks) to caregiver. Acts as if they are capable of doing new tasks and activities (copies use of adult tools, tries to sweep the floor with an adult-sized broom, wants real tools). Seeks help after trying something new or challenging. Occasionally demonstrates rudimentary self-control when they stop themselves from doing something but is still unreliable. Begins to follow internalized rules part of the time (puts self in timeout). Uses social referencing (checks out emotional responses of others) to regulate behavior. Often pretends to discipline doll during play, showing understanding of rules.	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 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Names self and names basic body parts. ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.

Still has difficulty transferring rules across time and setting. Still relies on caregiver to follow rules and to contain impulses some of the time and may act out if no one else is in the room. May not be able to generalize about objects that cannot be touched. Shows several signs of feelings associated with actions, by the end of the period. Begins to understand that sharing is important. Remains likely to take another child's toy and possessions. Realizes others' needs may be different from their own. Are aware when they have done something wrong and anticipates the feelings of others and possible consequences. Are aware of differences between moral and social-conventional violations and respond by telling other children about the effects of their behavior.	
36 to 60 Months Expresses delight with mastery of a skill (e.g., "I did it myself!"). Asks others to view own creations (e.g., "Look at my picture!"). Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!" A child in leg braces has a big smile on their face when using a walker by themselves.). Expresses own ideas and opinions.	SED 1c Self-Awareness: Completes tasks independently SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. ATL 1b Attention & Persistence: Persists ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.

Enjoys the process of creating. Demonstrates pride and pleasure when someone reacts to the child's action or creation. May argue with caregiver about what they are supposed to do. Will use private or inner speech to help remember rules and standards for behavior. Shows less negativism and complies most of the time. Are more likely to experience guilt when they hit other children, break toys, or make a parent sad. May show a few signs of feelings associated with actions. Shows some self-criticism, shame, and guilt if they do not succeed or make a mistake. Are more consistent in sharing and view it as an obligation.	
Goal 38: Children regulate their feelings and impulses.	
Birth through 8 Months Signals needs with sounds or motions (cries when hungry or reaches for wanted object of comfort). Relaxes or stops crying when comforted (when swaddled or spoken to softly). Comforts self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket; get fist, fingers, or pacifier to mouth for self-soothing).	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. SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.

Cries or uses other vocalizations, facial expressions, or body language to express emotions and to get needs met. Communicates need for support or help from adults (holds out arms when tired). Anticipates routine interactions (lifts arms toward caregiver to be picked up). Develops increasing consistency in sleeping, waking, and eating patterns. Shows awareness of change and routine; may object to changes. Responds to emotional cues and social situations (crying when other babies cry).	
6 to 18 Months Seeks caregiver's support and attention when feeling strong emotions. Begins to control impulses (says "no" when reaching for forbidden object; restrains self from stepping on a book on the floor). Engages in some regular behaviors (sings or babbles self to sleep, goes to high chair to be fed). Participates in routine interactions (quiets body when picked up; cooperates in dressing). Follows some consistently set rules and routines. Smiles, waves, or laughs in response to positive adult interaction. Shakes head or gestures to indicate wants and needs.	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 1d Self-Awareness: Identifies emotions SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 2b Self-Regulation: Follows routines and transitions SED 2b.2 Participates in familiar routines and transitions with support.

16 – 38 Months Matches emotions to environment and situations. Tests limits and strives for independence. Anticipates and manages emotions associated with them (helps to pick-up and put away blocks at cleanup time). Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means. Learns about and begins to name own feelings. Realizes that it is okay to feel silly, sad, angry, and all other emotions. Seeks caregiver’s support when needing help. Shows anxiety over separation from teacher but calms down once teacher has left. Plays near and is interested in other children. Will offer or take toys from other children. Begins to understand the concept of property (“yours,” “his,” “mine”). Will carry out simple one- or two-step directions. May become easily frustrated with challenging tasks (cries when a toy won’t do what they want, or they can’t get their socks off).	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. 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	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.

Expresses strong emotions constructively, at times and with assistance. Expresses ownership of feelings and desires to control self, with assistance. Calms self after having strong emotions, with guidance (goes to quiet area or requests favorite book to be read when upset). Sometimes waits for turn and shows patience during group activities. Sticks with difficult tasks without becoming overly frustrated. Participates easily in routine activities (meal time, snack time, bedtime). Follows simple rules without reminders (handles toys with care). Demonstrates increasing ability to use materials purposefully, safely, and respectfully. Adapts to changes in daily schedule. Predicts what comes next in the day, when there is an established and consistent schedule. Names and talks about own emotions. Uses pretend play to understand and respond to emotions. Associates emotions with words, and facial and body expressions. Uses drawing, painting, and clay to express emotions.	SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings. 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.
Domain 4: General Knowledge	

Sub-Domain: Mathematics and Numeracy	
Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	
Birth through 8 Months Begins to show awareness of differences between people and objects. Begins to show awareness of small quantity differences; looking at or reaching for two or more people or objects. Begins to respond to the spoken concept, “more” in reference to food or play. Shows cues of hunger and fullness. Uses gestures to request “more.” Responds by focusing on an object pointed to by someone.	M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting. M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees numbers in everyday context. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects. M 1e Number Sense: Addition and subtraction M 1e.1 Watches an adult add or take away toys.
6 to 18 Months Notices characteristics of objects (size, color, shape, or quantity). Shows interest in real-life mathematical concepts (matching objects, lining up objects, enjoying books with numbers and counting). Begins to use symbols, signs, and language to show wanting “more” and “all gone”. Fills and dumps containers with objects. Searches for objects that are out of sight.	M 1d Number Sense: Number quantities and comparison M 1d.1 Looks for an object that is taken out of sight. M 1d.2 Recognizes amounts up to two without counting. M 1a Number Sense: Verbally counts numbers M 1a.1 Listens to counting songs and chants. M 1b Number Sense: Identifies and writes numerals M 1b.1 Sees numbers in everyday context. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.1 Points to objects.

Drops objects; then looks for the object.	M 1e Number Sense: Addition and subtraction M 1e.2 Adds to and removes objects from a group as prompted.
16 – 38 Months Matches objects by a single characteristic (size, color, shape, or quantity). Sorts objects by a single characteristic (size, color, shape, or quantity). May begin to imitate counting. Uses some number words (one, two...). Recognizes that a single object is “one” regardless of size, shape, or other attributes. Imitates counting rhymes or songs (Five Little Monkeys). Recognizes some quantities (sees 2 blocks and says, “Two.”). Manipulates sets of up to three items. Uses words to symbolize quantity and comparisons of quantity (all, some, none, more). Understands basic common relations (toothbrush and toothpaste).	M 1d Number Sense: Number quantities and comparison M 1d.2 Recognizes amounts up to two without counting. M 1d.3 Recognizes amounts up to three without counting. M 1a Number Sense: Verbally counts numbers M 1a.2 Says or sings random numbers, may be out of order. M 1b Number Sense: Identifies and writes numerals M 1b.2 Begins to identify numbers. Identifies the numeral 1. 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 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.
36 to 60 Months Develops understanding of counting process (recognition and naming numerals one, two and three); counting up to ten from memory in home language (e.g., recites, “one, two, three), without assistance. Counts up to ten objects; matching numbers one-to-one with objects (cubes, toys, and pennies) within daily activities.	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 1a Number Sense: Verbally counts numbers M 1a.4 Verbally counts to ten.

Develops understanding that when counting items, they must be counted only once, and that none should be left out. Begins recognizing that the last number counted represents the “total objects” (for quantities up to ten). Counting is cumulative. Applies numbers and counting concepts within daily routines (count numbers of children at the table). Applies counting to new situations (counting objects, counting groups). Demonstrates understanding that numbers represent quantity (gets three apples out of the box). Uses math concepts (more, less, some, many, all, a few, none, huge, tiny, small, smaller, large, larger) to compare quantities. May count backwards from ten. Differentiates numerals from letters. Recognizes and names some numerals (pointing to written numerals named by adult). Writes and identifies some numerals named by adult. Uses meanings of numbers to create strategies for solving problems and responding to practical situations, with assistance (e.g., “Jimmy took two crackers and I didn’t get any.”).	M 1b Number Sense: Identifies and writes numerals M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. 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.
Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of	

measurement (including size, volume, height, weight, length, area, and time).	
Birth through 8 Months Begins to show awareness of own body space. Holds, handles, and plays with toys and objects (different sizes and shapes).	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 4b Measurement: Compares and orders M 4b.1 Picks up and puts down objects.
6 to 18 Months Increases awareness of body space in relation to people and objects. Groups/arranges a few objects by size (smaller and bigger), with assistance. Fills and empties containers with objects. Nests two to three sequential cups or blocks. Takes objects apart and attempts to put them together.	M 4a Measurement: Measures and estimates M 4a.2 Explores size and weight of objects in relation to self. M 4b Measurement: Compares and orders M 4b.2 Places objects in a row in any order.
16 – 38 Months Uses size words, such as “many,” “big,” and “little,” appropriately. Fills and empties containers (with sand or water). Compares the size of various everyday objects (puts different people’s shoes side by side to see which is longest). Identifies objects by a single characteristic such as big or small, heavy or light, and tall or short; with assistance. Looks at two objects and identifies which one is bigger or smaller.	M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects. M 4b Measurement: Compares and orders M 4b.3 Compares and orders two to three objects. Identifies the first object.

Explores measuring tools (measuring cup, ruler). Demonstrates comparative behavior by nesting up to five cups. Orders objects by size, volume, height, weight, and length; with assistance.	
36 to 60 Months Engages in activities that explore and develop vocabulary for measurable properties such as length and weight, or capacity. Compares amongst several objects based on one or more attributes (length, size, weight) using words such as “shorter”, “bigger”, or “lighter”. Understands positional terms such as “between”, “inside”, “over”, “under”, and “behind”. Sorts and classifies objects based on one or more attributes. Orders objects by size, volume, height, weight, and length; with assistance. Measures objects using variable nonstandard units. Begins to measure objects using standard unit (one-inch cubes, paper clips). Uses measuring tools in play activities (measuring tape, measuring cups). Measures sand or water using a variety of containers.	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. M 4a.6 Makes logical estimates and uses measurement tools to check estimation. 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.

Uses picture cookbook to follow sequence and measures amounts for cooking projects, with assistance. Uses some vocabulary in relationship to measurement tools (scale, cup, ruler). May not have accurate understanding of meaning. Estimates size (e.g., "I'm as tall as the yellow bookshelf.").	
Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem-solving.	
Birth through 8 Months Develops awareness of familiar sequences of events in daily routines. Begins to develop expectations for familiar sequences of events in daily routines. Feel, handle, and explore objects with a variety of textures, shapes, and sizes. Responds to variations in sounds, smells, tastes, and touch.	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. M 6 Classification: Sorts and graphs M 6.1 Notices when two objects are similar in some way. M 2a Spatial Awareness: Understands how objects move in space. M 2a.1 Tries to put one object inside another.
6 to 18 Months Demonstrates expectations for familiar sequences of events in daily routines. Groups a few objects by color, shape, or size; with assistance. Begins to match simple two-dimensional shapes in form board and puzzles.	M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes. M 6 Classification: Sorts and graphs M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.

Reaches for utensils when food is placed in front of them. Understands what clothing is for by putting clothing on like hats, socks, loose pants, and shirts.	M 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.
16 – 38 Months Shows recognition of sequences of events or objects. Repeats actions in sequence such as finger-plays. Plays with shape toys (the round block goes in the round hole; the square block goes in the square hole). Groups objects on the basis of visual characteristics (shape or color) or themes (functional uses such as items for scooping). Classifies everyday objects that go together (shoe/sock, pencil/paper, comb/brush). With practice and development, uses groupings to create patterns. Matches simple two-dimensional shapes in form board and puzzles (circles, squares, triangles). Identifies two geometric shapes (circle, square).	M 5 Patterns: Copies, creates and extends patterns M 5.2 Notices things that repeat in the environment. M 5.4 Copies, creates and extends AB patterns. M 3 Shapes: Identifies shapes and their characteristics M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. 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 2a Spatial Awareness: Understands how objects move in space. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.
36 to 60 Months Compares shape and size of familiar objects. Sorts and builds with two- and three-dimensional shapes (sphere, cube, cone). Identifies and labels different kinds of two-dimensional shapes (square, circle, rectangle, triangle).	M 5 Patterns: Copies, creates and extends patterns M 5.4 Copies, creates and extends AB patterns. M 5.6 Copies, creates and extends complex patterns, such as ABC or AABB. M 3 Shapes: Identifies shapes and their characteristics 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.

Draws and creates pictures using various shapes. Recognizes non-geometrical shapes in nature (clouds or other things that are not circles, squares, triangles). Describes characteristics of familiar geometric and non-geometric shapes in the environment, with assistance. Puts together and takes apart shapes to make other shapes (use two triangles to make a rectangle or square with blocks). Makes and describes patterns including serialization based on numbers, shapes, and size. Predicts what comes next in a pattern and completes the pattern. Creates or extends a complex pattern with more than two repeating elements.	M 3.6 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. M 6 Classification: Sorts and graphs M 6.3 Sorts objects by one feature. 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.
Sub-Domain: Science	
Goal 42: Children observe, describe, and collect information by exploring the world around them.	
Birth through 8 Months Observes physical relationships using the senses (turns head toward sounds, mouthing, grasping, reaching). Shows interest in surroundings by focusing on familiar faces, objects in close proximity (including plants and animals), and events. Demonstrates/indicates individual needs (hunger, thirst).	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.1 Explores immediate environment using senses. SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment SCI 2b.1 Reacts to weather changes in immediate environment.

Begins to demonstrate an awareness that people or objects exist after they are no longer present (beginning of object permanence).	SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
6 to 18 Months Demonstrates interest in surroundings by focusing on familiar and unfamiliar faces, objects in different environmental settings (including plants and animals), and events. Notices and begins to express individual wants and needs. After repeated exposure to the same toys and objects, begins to explore new ways of using these materials. Begins to notice and label objects and events in the environment. Enjoys outdoor play. Observes, and may play with and describe water, sand, and mud. Observes and describes sun and clouds (sun is bright, clouds are white). Begins to integrate the simultaneous use of more than one sense (uses sight, touch, and hearing by examining and shaking a toy). Uses senses to explore characteristics of certain living things (scent of flower, rough texture of tree bark). Shows some understanding of object permanence; looking for people and objects that have disappeared, with assistance.	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 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. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight.
16 – 38 Months	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.

With continued exposure to the same toys and objects, explores new and multiple ways of using these materials. Enjoys and expands on choices for outdoor play. Enjoys playing with, exploring, and experimenting with water, sand, and mud. Notices, understands, and expresses individual wants and needs. Demonstrates curiosity about the natural environment and identifies or labels the earth's materials. Uses senses to identify details of similarities and differences through observation and exploration. Explores and investigates physical properties of living and nonliving things. Demonstrates increased understanding of object permanence; looking for people and objects that have disappeared.	SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. 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 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.
36 to 60 Months Shows interest and curiosity in exploring, investigating, and words to describe living and nonliving things. Uses senses to explore materials, objects, and natural phenomena (sand, pinecones, crawling ants). Makes comparisons and calls attention to details; and with adult assistance, explores the ways in which things are alike and different (notices how shells are the same or different; notices objects that float or sink; listens to different sounds that animals make).	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 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.

Notifies, describes, and predicts changes in the environment (dark clouds mean possible rain). Observes, compares, classifies, measures, and communicates observations of events and objects. Explores earth science, physical science, and life science through observations and experimentation with concrete objects. Begins to use simple tools (magnifiers, lenses, droppers) for exploration and investigation. Predicts the outcome of an investigation based on observation or experience. Demonstrates respect for living things (watering plants, trying to avoid stepping on anthills). Explores answers to questions and forms new questions or conclusions.	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 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.	
Birth through 8 Months Uses senses to begin understanding cause and effect during daily experiences and routines. Shows surprise when events occur that do not follow expected sequences (shows surprise when a ball rolls into a tube and does not roll out at the opposite end) that may suggest the beginning of object permanence.	SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.1 Uses senses to explore environment. SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.1 Looks for a person or toy that has moved out of sight. SCI 2a Natural & Earth Science: Understands living and nonliving things SCI 2a.1 Explores immediate environment using senses.

Begins to observe and predict the people, objects, and events in the world around them.	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment.
6 to 18 Months Uses senses and initial attempts at trial and error to solve problems. Attempts to repeat cause and effect events. Observes, describes, and begins to predict the world around them. Shows surprise when events occur that do not follow expected sequences. With increased motor skills, actively pursues an object that disappears in an unusual location (object permanence). Begins to problem solve when they use a series of actions, an object, or a caregiver to reach a goal (pulling a string to reach an attached toy). Imitates a caregiver's action(s) to solve a problem. Begins using trial and error to find a solution to a problem.	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. 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. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
16 – 38 Months Uses senses, and trial and error to solve problems. Expands on their ability to observe, describe, and predict the world around them. Increases problem-solving as they use a series of actions, an object, or a caregiver to reach a goal (pulling a string to reach an attached toy) or intentional outcome.	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 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.

Imitates and begins to vary a caregiver's action(s) to solve a problem. Uses trial and error to find possible solutions to a problem (moving a puzzle piece around to find the right place).	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 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.
36 to 60 Months Uses senses and develops strategies (from trial and error) to solve problems. Explores the use of investigative tools to extend the senses in a trial and error fashion. Eagerly observes, describes, and predicts the world around them. As child investigates new phenomena, makes progress from trial and error toward a more systematic approach to problem-solving. More apt to verbalize observations than ask meaningful questions. Uses questioning as a way to engage conversation rather than as an intended means for gathering information.	SCI 1b Investigation & Inquiry: Observes, describes and records 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.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. 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 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.

Shows curiosity and interest about familiar/unfamiliar and living/nonliving things. Begins to demonstrate respect for living things. Eagerly observes, describes, and predicts the world around them. Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world. Compares their predictions with actual observations. Begins making predictions about changes in the environment that lead to generalizations based on understanding.	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. SED 4a Problem-Solving: Solves problems SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Sub-Domain: Social Studies	
Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.	
Birth through 8 Months Recognizes and responds to familiar people, places, activities, and events (smiles when dad enters the room). Begins to anticipate a familiar setting, group, or routines with trusted primary caregivers. Responds to a familiar sequence of events in daily routines. Begins to demonstrate awareness and response to familiar activities (songs, stories, lullaby) from the home culture.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 3a Geography: Identifies types of places SS 3a.1 Responds to changes in the immediate environment. SS 4 History & Sense of Time: Develops sense of time SS 4.1 Focuses on interactions with others for a short time. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions.

Shows trust in a relationship dependent on wants and needs satisfied by caregivers. Looks to where things are located in the environment. Begins to recognize that people move in and out of their immediate environment. Shows preferences for one adult over another. Responds to others emotions (happy, sad, angry, excited, tense).	
6 to 18 Months Recognizes and responds to familiar people, places, activities, and events (runs to mother for comfort; reaches out for favorite toy). Demonstrates awareness of self and body image (enjoys mirror image and movement). Anticipates, demonstrates, and begins to express enjoyment in response to a familiar setting, group, or routines with trusted primary caregivers. Demonstrates expectations for familiar sequence of events in daily routines. Demonstrates awareness and responds to familiar activities (songs and stories) from the home culture. Develops and maintains trusting relationships with primary caregivers and family members. Begins to engage in cooperative pretend play with peers around familiar activities and routines (cooking, cleaning, yard work).	SS 1a Culture & Community: Identifies community and family roles. SS 1a.1 Responds to and recognizes primary caregivers. SS 3a Geography: Identifies types of places SS 3a.2 Recognizes familiar places. SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.1 Listens to stories or music related to cultures and traditions. SS 1b.2 Participates in activities related to cultures or traditions. SS 3b Geography: Interacts with maps SS 3b.1 Navigates within a familiar environment.

Increases awareness of where things are located in the environment. Recognizes that people move in and out of their immediate environment. Begins to explore familiar environments (within home, child care, familiar spaces). Pays attention to adult use of common technological devices and begins to imitate the use of devices (computer, cell phone). May show interest in daily community routines (lawn mowers, road construction, garbage trucks, trains, planes).	
16 – 38 Months Begins to recognize and associate different environments, activities, and routines with different people needed to develop awareness of group membership. Points to, identifies, and describes self and others' mirror images. Begins to make predictions about what may happen and connects new experiences to past experiences (understands that a parent goes to work and later returns home). Shows recognition of simple sequence in events (naptime is after lunch). Actively selects and participates in activities and routines with peers and adults.	SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 3a Geography: Identifies types of places SS 3a.3 Identifies a variety of familiar places in own community. SS 4 History & Sense of Time: Develops sense of time SS 4.2 Indicates the beginning or ending of an event. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 2b Civics & Economics: Understands concepts of money and economics

Increases understanding of where things are located in the environment (outdoor shoes are kept in cubbies; dishes are stored in the kitchen). Maintains trusting relationships with caregivers and begins developing trusting relationships with peers. Actively selects and engages in pretend play with familiar activities and routines (cooking, cleaning, yard work). Demonstrates an awareness of daily routines (gets coat because it is cold outside). Begins to recognize the beginning and end of an event and may recall information about the immediate past. Begins to identify items in the store that they want. Begins to develop sense of self in relation to the environment (recognizes house as “my home;” building as “my school”). Begins to role-play with simple objects and toys (pushing doll stroller, feeding doll with toy bottle, pretends to talk on the phone).	SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.
36 to 60 Months Begins to demonstrate awareness of group membership according to different environments, activities, and routines (farmers grow food on the farm; identifies family members to include mom, dad, siblings, aunts, uncles). Recognizes physical characteristics of self and others around them (two eyes, one nose, black hair, child who is deaf uses sign language).	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. SS 3a Geography: Identifies types of places SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community.

Observes, describes, and predicts events around them as they connect new experiences to past experiences (when we go to the park; Sunday, yesterday, we went to church).

Begins to recognize familiar community helpers and their association with activities, routines, and locations (firefighters, fire truck, fire station; doctor, clinic; policeman, police car).

Develops and maintains trusting relationships with familiar and unfamiliar peers and adults across settings, routines, and activities.

Begins to understand own life experience and the different roles of family members.

Understands knowledge and mental relationships used during role-play based on home and family themes (playing house, using tools, caring for those who are sick).

Begins to use play money for items in role-play situations (play store).

Uses the term “buy.”

Recognizes that people rely on others for goods and services (mail delivery, health care, market).

Recognizes and uses spatial concepts concerning the beginning and end of an event.

Recalls information about the immediate past.

Uses vocabulary associated with time and sequence (now, today, later) during daily routines and activities.

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 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.

SS 1c Culture & Community: Respects diversity

SS 1c.3 Identifies similarities and differences between self and others.

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.

Constructs geographic concepts and meanings in relation to self and community (the library book is returned to the library a block from home; uses blocks to construct buildings on Main Street). Discusses different people, places, and regions as experienced through books, videos, and television. Role-plays with simple machines and transportation toys (using tape measure in road construction with blocks).	
Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).	
Birth through 8 Months Shows awareness of change and routine with emotional response. May object to changes. Watches familiar people and responds in relation to their emotions. Begins to indicate the need for assistance (crying, vocalizing, gesturing) to adults and caregivers.	SS 2a Civics & Economics: Follows rules, limits and expectations SS 2a.1 Attends to others in immediate environment. SED 3c Social relationships: Participates cooperatively in groups SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. 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.
6 to 18 Months Indicates the need for assistance (crying, vocalizing, gesturing) to adults and caregivers. Comforts self by sucking, stroking, or hugging familiar objects (blankets or toys). Responds to emotions expressed by others (crying when others cry).	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. SED 3c Social relationships: Participates cooperatively in groups SED 3c.2 Mimics actions of others. SED 4b Problem-Solving: Responsible decision-making SED 4b.2 Responds to simple guidance on safe and kind choices.

Follows simple directions or requests made by caregivers. Looks to caregivers for assistance and guidance, when needed. Begins to become aware of boundaries for people, objects, activities, and settings (must sit in stroller; dog walks on a leash). May show interest in self-help skills like feeding and dressing themselves. May show interest in helping with household and classroom chores like clearing their spot, feeding the dog, sweeping, and cleaning dishes.	
16 – 38 Months Actively seeks assistance by approaching adults and using words to express emotions. Comforts self, as needed, using familiar objects. Responds to others' expressed emotions in more complex ways (comforting another child). Begins to participate as a group member of a family or classroom community (helps clean up, helps prepare snack). Increases awareness of physical/spatial boundaries (must stay in nursery room; sit at table to eat snack). Helps with family, school, and community routines, with adult encouragement and assistance. May engage in pretend "house" play helping with cleaning, cooking, mowing, painting.	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. SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. 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".

May show interest in community or neighborhood routines (garbage truck, mail truck, lawn mowing, street sweeper).	
36 to 60 Months Shows increased ability to recognize own feelings, control behavior, and follow simple rules and limits. Shows increasing ability to choose acceptable behaviors in group situations. Shows increased capacity to monitor own behavior; following and contributing to classroom procedures. Uses most materials safely and purposefully in different contexts and settings. Manages most transitions and changes in routines. Recognizes their roles as part of a group. Shows awareness of group rules and the ability to follow rules. Begins to understand reasons or logic assigned to different rules. Begins to demonstrate respect for rules at home, school, and community. Observes that people have needs and wants. Begins to initiate sharing with the support of adults. Begins to identify individuals who are helpful to people in their everyday lives (principal, police officer).	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.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. 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. SED 4b Problem-Solving: Responsible decision-making SED 4b.5 Makes independent choices based on rules and fairness. 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.

Begins to take own initiative to be helpful to family, school, and community. Demonstrates an understanding of the need for leadership in the family, school, and community. Begins to demonstrate respect for the opinions, feelings, and actions of others. Demonstrates the ability to make choices and take responsibility for own actions.	
Sub-Domain: Creative Arts	
Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.	
Birth through 8 Months Gazes at pictures, photographs, and mirror images. Seeks visual complexity such as light and dark or strong patterns. Visually tracks moving colorful objects or persons. Enjoys repetition. Imitates sounds, facial expressions, and gestures of another person. Responds to music and dancing in caregiver's arms.	CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1c Music: Develops tone CA 1c.1 Responds to sounds. CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings. CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials.

	CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions. CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets.
6 to 18 Months Experiments with a variety of sound sources (rattles, bells). Explores sounds by making changes in pitch and loudness, and mimicking animal sounds. Exhibits an increased variety of movements to express self using different body parts. Dances or moves to music. Imitates sounds or actions of an animal or object. Experiments with a variety of art materials (paint, markers, crayons, pencils). Shows preferences for colors, textures, shapes, and sizes. Tries on dress-ups and simple costumes for play, dancing, or just for the sake of trying on the item.	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1b Music: Develops rhythm CA 1b.2 Responds to changes in rhythm. CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody. CA 2a Dance & Movement: Expresses through dance CA 2a.2 Uses purposeful gestures and body language to communicate. 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.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 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.
16 – 38 Months Makes up rhymes and songs. Uses a variety of materials for tactile experience and exploration (paint, glue, 3-dimensional materials, musical instruments, dance). Engages in messy play activities such as painting, water-play, and building sand structures. Engages in the artistic process with enthusiasm. Explores various ways of moving with or without music. Explores simple songs using voice and/or instruments. Makes up songs and uses the voice as the primary instrument. Engages in pretend play with hats, clothing props, shoes, purses, and other props. Enjoys picture books; especially with photographs of familiar objects or places. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. 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.4 Demonstrates multiple ways to move body parts. Moves to the beat. 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.3 Uses materials to create shapes or symbols. CA 4a Drama: Participates in dramatic and symbolic play

Uses objects for more than one purpose (big hat used for a baby carrier).	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.4 Uses an object as a replacement for a realistic prop or real object.
36 to 60 Months Participates in group music experiences (sings, finger plays, chants, musical instruments). Explores simple songs using voice and/or instruments. Remembers the words to an oft-repeated song. Makes up songs and uses the voice as the primary instrument. Asks to sing a particular song. Participates freely in dramatic play activities (pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life). Tries one type of art many times (painting at easel several days in a row, using different colors, or covering the whole paper with paint). Uses a variety of media and tools to create original works of art. Creates artwork with details representing ideas, experiences, and feelings. Performs simple elements of drama (audience, actors, stage). Pretends to be on stage and uses a microphone to sing.	CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1b Music: Develops rhythm CA 1b.4 Claps along to simple rhythm patterns. CA 1c Music: Develops tone CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. CA 2a Dance & Movement: Expresses through dance CA 2a.6 Expresses ideas, feelings and stories through creative movement. CA 2b Dance & Movement: Develops movement techniques CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 3a Visual Arts: Expresses through 2D and 3D visual art 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.5 Uses artistic tools and media to create intentional designs or images. CA 4a Drama: Participates in dramatic and symbolic play

Uses clay and other medium to create three-dimensional sculptures.	CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4a.6 With cues, performs a simple pre-planned drama. 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 47: Children demonstrate understanding and appreciation of creative arts.	
Birth through 8 Months Shows interest in sounds, tones, voices, music, colors, and shapes. Interacts with others through touch and motion. Reacts to sensory aspects of light, sound, color, texture, and movement.	CA 1a Music: Expresses through music CA 1a.1 Makes sounds to communicate feelings. CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1c Music: Develops tone CA 1c.1 Responds to sounds. CA 2a Dance & Movement: Expresses through dance CA 2a.1 Uses body language to express feelings. CA 2b Dance & Movement: Develops movement techniques CA 2b.1 Moves body in a variety of ways. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.1 Expresses emotions while exploring materials. CA 3b Visual Arts: Develops visual art techniques CA 3b.1 Explores materials using gross motor movements and senses. CA 4a Drama: Participates in dramatic and symbolic play CA 4a.1 Imitates simple movements and facial expressions.

	CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.1 Responds to props or puppets.
6 to 18 Months May enjoy looking at children’s books of dance, music, theatre, and visual arts. May enjoy rhythms and songs. Prefers repetition of familiar songs and rhythmic patterns. Responds to light, color, patterns, and textures. May show interest in tactile experiences like sand, water, mud, and soft or hard surfaces. May show interest in art materials (crayons, markers, pens, paper, notebooks).	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1b Music: Develops rhythm CA 1b.1 Responds to rhythm. CA 1c Music: Develops tone CA 1c.2 Responds to changes in sound, volume or melody. CA 2a Dance & Movement: Expresses through dance CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2b Dance & Movement: Develops movement techniques 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.2 Uses hands and feet to explore a variety of media. 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.

16 – 38 Months Observes and responds to artwork produced by other individuals and/or cultures. Imitates movement after participating in or watching others perform games, dance, or songs. Exhibits interest when watching musical, dance, or theatre performances by other individuals. Identifies favorite storybook characters. May show interest and work with different art materials like play dough, crayons, markers, scissors, pens, paper, notebooks, book making.	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. 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.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.3 Uses materials to create shapes or symbols. 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 CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
36 to 60 Months Watches other children dance and then tries to mimic the dance steps.	CA 1a Music: Expresses through music CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.

Listens attentively at a children's concert, play, or puppet show. Hums or moves to the rhythm of recorded music. Shares various forms of art found in own environment. Wonders about or asks questions about works of art, paintings, songs, dance, and theatre.	CA 1b Music: Develops rhythm CA 1b.4 Claps along to simple rhythm patterns. CA 1c Music: Develops tone CA 1c.4 Controls voice to mimic the melodic direction. CA 2a Dance & Movement: Expresses through dance CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2b Dance & Movement: Develops movement techniques CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern. CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.4 Makes choices throughout the artistic process. 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 4a Drama: Participates in dramatic and symbolic play CA 4a.4 Plays a role in group 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.
Domain 5: Communication, Language, and Literacy	
Sub-Domain: Communication	

Goal 48: Children demonstrate the meaning of language by listening.	
Birth through 8 Months Turns to locate the source of a sound. Orients to speaker in response to communication. Visually attends to familiar object with verbal cue. Reaches for familiar objects with verbal cue. Shows a preference for human voice to other sounds. Vocalizes or gestures in response to another person’s voice or gesture. Recognizes familiar sounds and voices.	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking. LLD 1b Listening: Follows directions LLD 1b.1 Responds to speaking in the environment and imitates actions.
6 to 18 Months Reaches for familiar objects with verbal cue. Shows understanding of words by appropriate behavior or gesture (pointing to, hugging, smiling, crawling towards, reaching). Imitates adult actions that go along with simple songs, rhymes, and traditional songs (“Row, Row, Row Your Boat,” “Pin Pon,” “Eensy Weensy Spider”). Follows single-step directions (e.g., “Please bring me the ball.”).	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 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.
16 – 38 Months	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.

Shows understanding of words by appropriate behavior or gesture; receptive language. Locates items with verbal cue. Performs simple actions with verbal cue (jump, wave, get, come). Locates familiar objects, people, and body parts. Listens to short and simple stories; read and told. Responds to two-step directions (e.g., "Go into your bedroom and get your socks.").	LLD 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. 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.
36 to 60 Months Attends to simple stories. Follows simple oral directions. Gains information and understanding through listening. Understands messages in conversation. Listens to finger plays, stories, and nursery rhymes. Selects specific details in a story and repeats them. Listens to others in a group discussion for a short period. Responds to questions with appropriate answers. Attends to an adult or peer who is speaking. Follows multiple-step oral directions.	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. LLD 1b Listening: Follows directions LLD 1b.5 With prompting, follows multi-step directions given verbally. LLD 1b.6 Follows multi-step directions given verbally. 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.

Attends to complex stories. Has a growing ability to discern fantasy from reality. Is working on understanding yesterday, today, and tomorrow.	
Goal 49: Children communicate effectively.	
Birth through 8 Months Initiates communication by smiling and eye contact. Changes volume and pitch to convey meaning. Imitates sounds, signs, or gestures.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds. LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.
6 to 18 Months Imitates sounds, signs, or gestures. Engages in vocal play and turn-taking. Matches facial expression, tone, and words with response. Makes new sounds; attempts to say words. Babbles using intonation and tone to convey meaning. Uses single-word sentences.	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 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences. LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2d Communication: Uses and expands vocabulary LLD 2d.2 Repeats words heard frequently in environment.

Initiates communication using words, signs, and gestures.	
16 – 38 Months Initiates communication using jargon, words, signs, and gestures. Changes intonation and tone to convey meaning of words. Uses sound effects in play. Uses descriptors to describe object or event. Vocalizes wants and needs. Uses phrases or short sentences. Uses pronouns to refer to self (e.g., “Me do it.”). Asks and answers simple questions. May tell simple stories and recount events. Uses non-verbal gestures and body language to express needs and feelings (gives spontaneous hug). Addresses listener appropriately to get attention (when speaking to another child, uses child’s name).	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 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
36 to 60 Months Asks and answer simple questions (what, where, when). Relays a simple message. States opinions and preferences using words, signs, or picture boards.	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 2c Communication: Uses sentence structure

Speaks clearly enough to be understood by most listeners. Describes objects and events in detail. Initiates conversation by making statements or asking questions (why, how, what, where). Expresses an idea in more than one way. Uses character voices when retelling a story or event. Uses multiple-word sentences to communicate. Responds meaningfully in conversation with adults and peers. Adjusts communication style appropriately to a variety of settings. Starts to dictate stories or messages for adult to write out. Listens while engaged in conversation in order to extend or connect an idea expressed. Makes comments related to the topic being discussed.	LLD 2c.5 Communicates in simple, complete sentences. LLD 2b Communication: Uses conversational skills LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers. LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Goal 50: Children comprehend and use conventions of social communication.	
Birth through 8 Months Turns head in reaction to human sound. Tracks items of interest (especially people) with eyes. Initiates nonverbal cues.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. LLD 1a Listening: Understands and interprets language

Responds to the environment (smiles, cries, grimaces, etc.) Seeks and maintains eye contact. Responds positively to physical touch and contact. Imitates facial expressions. Initiates communication by smiling and eye contact. May return a smile or facial expression with caregiver.	LLD 1a.1 Turns head toward the person speaking.
6 to 18 Months Returns a physical demonstration of affection; a laugh or hug. Expresses preference for familiar people. Responds to nonverbal cues. Engages in vocal play and turn-taking. Initiates communication using words, signs, and gestures. Says “no” meaningfully. Uses object to initiate play with another. May respond when name is called or signed. Uses nonverbal gestures for social conventions of greeting (waves goodbye). May participate in during one-on-one communication by making sounds or using words.	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 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.

16 – 38 Months Uses object to initiate play or seek assistance from another child or caregiver. Initiates communication using jargon, words, signs, gestures, and facial expression (e.g., says “hi” and touches a friend). Vocalizes wants and needs. Asks and answers simple questions. Takes turns in simple nonverbal directions. May use common expressions of politeness. Attends to speaker for a portion of a conversation, one on one. Makes a related comment (e.g., adult says, “Here is your water,” child says “cup” or “water cup”). Makes a formal verbal or sign request or response (e.g., “Milk please,” “More,” “May I,” “Please,” “Thank you”). Participates in conversation that builds on an idea, request, or feelings.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.
36 to 60 Months Attends to speaker during a conversation. Seeks interaction with others (e.g., “Sing along with me,” “Read a story.”). Interprets subtle, nonverbal cues.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers.

Asks for help. Initiates and takes turns in group conversations. Recognizes appropriate time to enter conversation. Recognizes rising and falling intonations and what they mean (difference between a “what” question and a statement). Begins to demonstrate understanding of nonverbal cues (facial expressions for pride, displeasure, encouragement). A bilingual child can adjust language and communication form according to the person with whom he/she is speaking. Uses and interprets appropriate language depending on the purpose. Communicates appropriately with peers during play. Defines the expectations during play. Relates personal experiences to others.	
Sub-Domain: Language	
Goal 51: Children use receptive vocabulary.	
Birth through 8 Months Moves in response to a voice. Responds to a caregiver’s voice and mouth. Responds differently to varied voices (angry versus friendly).	LLD 1a Listening: Understands and interprets language LLD 1a.1 Turns head toward the person speaking.

May turn and look at new sounds. Responds to his/her name.	
6 to 18 Months Begins to recognize words (Mama, blankie). Understands simple phrases (wave bye-bye, up). Responds with gestures. Responds to the context of “no.” Attends to music or singing. Gives objects on request. May look to or go to familiar objects and people when named. Understands and responds to simple questions (e.g., “Where is the doggie?”). Has a receptive vocabulary of over fifty words in home language.	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 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction.
16 – 38 Months Understands and responds to simple questions. Points to body parts. Follows one to three step directions. Points to pictures in books. Enjoys rhymes and finger plays.	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 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.

Understands some prepositions. Can match objects and pictures. Identifies objects by function. Begins to understand action words. Responds to directions that include verbs (run, jump, reach, open). Identifies some people, objects, and actions by name.	
36 to 60 Months Identifies objects by category. Identifies objects by attribute. Responds to who, what, where, why, and when questions. Understands simple time concepts (tonight, tomorrow, yesterday). Understands relationships expressed by if then, or because sentences. Begins to identify shapes and colors. Understands number concepts (one, all, sets). Correctly answers yes and no questions. Responds appropriately to a request (e.g., “Bring me the green towel.”).	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. 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.

Has a receptive vocabulary of several hundred words in home language. Distinguishes between real and made-up words. Recognizes and responds to some family and traditional stories and their meanings. Identifies parts of an object. Shows interest in why and how things work. Follows simple directions. Identifies verb tense in pictures. Understands full adult sentences. Responds to opposites, comparatives, and superlatives. Appreciates absurdities. Responds to how questions. Recognizes and follow routines. Follows a change in a routine that has been described.	
Goal 52: Children use expressive vocabulary.	
Birth through 8 Months Makes sounds to indicate pleasure, discomfort, wants, or pain. Begins to use basic turn-taking in communication.	LLD 2d Communication: Uses and expands vocabulary LLD 2d.1 Uses sounds and gestures to communicate.

Imitates cooing and babbling. Experiments with sounds. Imitates facial expressions and reaching. Varies intonation.	
6 to 18 Months Uses meaningful vocalizations. Imitates gestures Babbles using two-lip sounds (“p,” “b,” and “m”) followed by a vowel sound (ba ba ba da da da). Uses consistent sound combinations to indicate specific object or person (“dada” for daddy). Imitates and repeats words. May use eight to ten understandable words (“daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all done”). Has a vocabulary of 1 to 50 words. Uses single words to communicate. Strings together varied intonation patterns with intent (jargon). Pairs gestures with words. Recognizes consonants and vowels in their vocalizations.	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 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.
16 – 38 Months	LLD 2d Communication: Uses and expands vocabulary

Increasingly uses words and phrases. May exhibit a period of silence when learning a second language. Expands vocabulary rapidly (up to 1,000 words by 36 months). Initiates gestures. Initiates communication. May ask “wh” questions (why and what). Asks others to label unfamiliar objects. Starts to use short sentences. Uses personal pronouns (e.g., “Me do it.”). Uses attributes (descriptive words - big boy, red ball).	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 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
36 to 60 Months Uses sentences three to seven words in length. Takes turns in conversation. Answers why, what, and where questions. Retells an event or story. Answers simple comprehension questions from a story read aloud. Memorizes and recite simple songs and finger plays.	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 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.

Uses new vocabulary in spontaneous speech. Asks the meaning of unfamiliar words and then experiments with using them. Uses words to further describe actions or adjectives (running fast, playing well). Uses multiple words to explain ideas (e.g., when talking about primary caregiver says “mother/father” and/or “parent”). Uses words to express emotions (happy, sad, tired, scared). Uses more complex vocabulary to describe events.	
Goal 53: Children demonstrate progression in grammar and syntax.	
Birth through 8 Months Makes sounds to indicate pleasure, discomfort, wants, or pain. Varies intonation, volume, and plays with sounds. Strings together varied intonation patterns.	LLD 2c Communication: Uses sentence structure LLD 2c.1 Mimics single sounds.
6 to 18 Months Strings together varied intonation patterns. Uses no for negation. Uses intonation to indicate meaning.	LLD 2c Communication: Uses sentence structure LLD 2c.2 Communicates using one- to two-word sentences.

Uses single word speech (one word to communicate message; child says, “up” when wanting to be carried by adult) or beginning sign language and symbols (“more,” nurse/bottle,” all done). Uses some pronouns (mine). Says short telegraphic sentences (e.g., “Me go.” or “There mama.”).	
16 – 38 Months Uses words and phrases. Uses primary pattern of noun plus verb. Experiments with word endings (– ing, regular plural - s, past tense - ed, and possessives – ‘s). Uses negation in phrase form (e.g., “No milk.” “Not open.”). Includes adjectives with appropriate placement. Increases phrases from two words to three and four words. Uses three to four-word sentences with noun and verb. Describes a self-made drawing. Uses simple questions in speech but may not use correct grammar.	LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.
36 to 60 Months Uses articles in sentences (the ball, a cat). Uses complete sentences in conversations during play with peers. Begins to use correct question forms.	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. LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.

Begins to use prepositions. Talks in sentences with five to six words to describe people, places, and events. Uses more complex grammar and parts of speech. Describes a task, project, and/or event sequentially in three or more sentences. Asks questions for information/clarification. Uses sequence sentences in logical order. Begins to correctly use subject and verb tense. Strings multiple sentences together in logical order. Uses complex grammar and parts of speech. Combines more than one idea using complex sentences.	
Goal 54: Children demonstrate comprehension and meaning in language.	
Birth through 8 Months Looks at familiar objects when named. Turns and looks at new sounds. Recognizes own name. Attends to speaking.	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.

Reacts to loud, angry, and friendly voices.	
6 to 18 Months Looks at familiar objects when named. Responds to simple directions (e.g., “Wave bye-bye.”). Turns and looks at new sounds. Recognizes own name. Attends to speaking. Reacts to loud, angry, and friendly voices. Through play, may understand prepositions (in and on).	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.2 With prompts and gestures, follows a one-step direction.
16 – 38 Months Responds and acts on a familiar object when named. Follows direction, moving from one step to two steps or three steps within a routine. Understands new words rapidly. Understands simple descriptors (hot, wet, tall). Begins understanding of size concepts, counting, and family members’ names. Responds to yes/no questions. Understands location phrases.	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 1b Listening: Follows directions LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally.

Recognizes and responds appropriately to nonverbal cues.	
36 to 60 Months Understands new words rapidly. Responds to simple questions. Understands location phrases. Follows simple commands. Responds to “wh” questions (what, when). Begins to understand and recall information from stories. Recognizes and responds appropriately to nonverbal cues. Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., “Please pick up your toys and then get your shoes.”). Extends/expands the thought or idea expressed by another. Engages in conversation that develops a thought or idea (tells about a past event). Understands and recalls information in books and stories. Understands quantitative concepts (how many more chairs do we need?). Recognizes and responds in a culturally appropriate way to more subtle nonverbal cues.	LLD 1a Listening: Understands and interprets language LLD 1a.4 Listens, then responds appropriately. 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 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges.

Comprehends analogies.	
Understands complex sentences.	
Goal 55: Children use language for a variety of purposes.	
Birth through 8 Months Vocalizes to get attention (cries to get needs met). Experiments with and uses sounds and facial expressions. Laughs to display emotion. Shows more interest in people than objects. Vocalizes to express pleasure and displeasure. Vocalizes sounds other than crying and cooing.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting. SED 1d Self-Awareness: Identifies emotions SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
6 to 18 Months Produces different cries for different reasons. Vocalizes in response to vocalization. Imitates facial expressions. Vocalizes in response to singing. Whines with a purpose. Replaces most gestures with words. Plays simple games with an adult (peek-a-boo, patty cake).	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 2b Communication: Uses conversational skills LLD 2b.1 Responds with babbles or sounds with prompting.

Responds to peer vocalizations and words. Says single words to convey meaning (e.g., “Up,” meaning, I want up.).	
16 – 38 Months Uses gestures or vocalizations to protest or to gain attention. Exchanges gestures with adults. Initiates turn-taking routines. Uses more words during turn-taking. Responds to peers with words. Uses words and gestures to engage others in play (gestures and says, “chase!”). Uses short sentences or telegraphic speech to announce what he/she has done. Begins to recount an event, with assistance. Begins to recall parts of a previously heard story. Requests to hear familiar stories, songs, and rhymes. Begins to follow the sequence of events in an orally narrated story. Mimics animal sounds.	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange.
36 to 60 Months	LLD 2a Communication: Uses language to express information and ask/answer questions

Uses words and phrases to relate observations, concepts, ideas, and relationships. Takes turns in conversation. Talks in sentences. Responds to questions. Uses words to protest. Relates past or future events. Asks questions to obtain information. Participates in conversations about a variety of topics. Engages in conversation with peers and adults. Interprets written symbols, pictures, and letters to a listener. Uses language to interpret the world. Uses words to express feelings of self and others. Uses own words to retell a story or to discuss an event in life.	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 2b Communication: Uses conversational skills LLD 2b.5 Engages in conversations through multiple exchanges. SED 1d Self-Awareness: Identifies emotions SED 1d.4 Identifies and describes personal feelings.
Sub-Domain: Literacy	
Goal 56: Children develop phonological awareness.	
Birth through 8 Months Shows beginning sound awareness by reacting differently to different sounds (startled reflex with loud sudden noise, turns head toward a rattling noise).	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.”.

Imitates vocalizations and sounds. Recognizes mother's and father's voice before he/she sees them. Calms when he/she hears a repeated lullaby. Initially makes vowel sounds. Combine vowel sounds with consonant sounds by the end of the period.	LLD 3c.2 Imitates or repeats sounds and tones. LLD 3a Phonological Awareness: Rhyme LLD 3a.1 Listens to and moves to rhyming songs.
6 to 18 Months Vocalization and use of sounds become more complex. Experiments with sounds such as blending vowels and consonants in babbling (bababa, dadada) and first words like Mama, Dada, ba for ball). Begins to label objects, pictures, and body parts. Makes the sounds of animals and moving objects. Vocalizes familiar words when read to. Recites last word of familiar rhymes, with assistance.	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. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.2 Imitates or repeats sounds and tones. LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted.
16 – 38 Months Anticipates action to accompany a song ("Ring around the Rosie... we all fall down!"). Anticipates auditory signals in the environment. Repeats a refrain from a song heard before (E-I-E-I-O).	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.2 Repeats words or short sentences. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. LLD 3a Phonological Awareness: Rhyme LLD 3a.2 Repeats the last word in familiar rhymes when prompted.

Recognizes and labels familiar sounds in the environment. Plays with sounds and words when taught (nanna banana, wiggle waggle wump). Recites phrases from familiar rhymes. Completes a familiar rhyme by providing the last word. Imitates tempo and speed of sound (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly).	LLD 3a.3 Suggests a missing rhyming word within a poem or song.
36 to 60 Months Discriminates sounds that are the same and different. Discriminates one sound out of many. Joins in and repeats rhyming songs, finger plays, and poems. Listens for a particular word or phrase. Fills in the missing rhyming word in a song or story. Shows beginning understanding of rhyme and alliteration. Makes three or more letter-sound correspondences (e.g., identifies that “David,” “day,” and “dog” all begin with “d”). Finds objects in a picture with the same beginning sound, with assistance. Differentiates between similar-sounding words (three and tree). Fills in the missing rhyming word in a song or story.	LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme.

Begins to recognize the similar initial sounds of words that begin the same way (bug, bat, boy). Identifies the beginning sound of familiar words. Claps syllables of own name and of familiar words.	
Goal 57: Children demonstrate awareness of letters and symbols.	
Birth through 8 Months Discriminates between familiar objects (bottle, blanket, rattle). Initially enjoys faces and contrasting colors. Responds to visual stimuli (self in mirror). Starts patting a picture. Prefers pictures of faces. Demonstrates awareness of familiar people and objects. Responds to high contrast and visually complex patterns.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. 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.
6 to 18 Months Points and makes sounds for pictures. Shows a preference for favorite books. Can begin to point to pictures when named. Looks at books and turns pages.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. 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.

Shows increasing awareness of the sound of spoken words by focusing on the speaker.	
16 – 38 Months Names familiar pictures in books. Uses symbols or pictures to represent oral language. Begins to sing songs with alphabet by rote. Begins to match similar shapes (shape puzzles or sorters). Moves finger along in books - pretends to read text. Holds books upright and turns pages.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.2 Participates in letter songs and activities. 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.
36 to 60 Months Sings alphabet songs. Knows that letters are symbols with individual names. Begins to recognize letters in their name. Recognizes and identifies letters in the environment (fast-food restaurants, stop signs, local stores). Recognizes beginning letters in familiar words (Mom, classmates' names). Names and recognizes several letters beginning with letters in their own name. Recognizes written name.	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 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.

Begins to recognize letters in familiar words and names them. Begins to make letter sound connections. Recognizes the difference between numbers and letters.	
Goal 58: Children demonstrate awareness of print concepts.	
Birth through 8 Months Investigates books (mouthing, turning them upside down, moving them from hand to hand, or shaking and throwing them). Attends to colorful pictures in books.	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.
6 to 18 Months Pays attention to pictures in books. Holds cloth, plastic, or board book. Turns pages of a board book. Responds to mirrors and sensory material in books. Recognizes a picture when named from a book. Begins to position book right side up. Shows increasing ability to handle books, without assistance.	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 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.
16 – 38 Months Handles book with purpose and care. Knows where books are kept.	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.

Returns books to designated place when asked. Finds specific pictures in a familiar book. Begins to turn pages; move from board books to conventional books. Recognizes specific books by cover. Communicates a desire to be read to (locates a book and takes it to the reader). Points to pictures in books. Holds a book right side up. May have a favorite book.	
36 to 60 Months Turns pages one at a time. Begins to read books from front to back. Enjoys following along as book is read. Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories. Begins to understand that printed text carries meaning when read. Differentiates between print and pictures. Knows first and last page of a book.	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.

Identifies some individual letters in text (usually letters in name). Shows understanding that letters make up words. Recognizes front and back of book. Identifies or recognizes signs, symbols, or labels in the environment. Recognizes that written words represent spoken words. Shows general knowledge of how print works (know that name begins with a big letter). Identifies words that look similar and different, with assistance. Begins to understand that print progresses from left to right (exceptions are Arabic, Chinese, and Japanese text).	
Goal 59: Children demonstrate comprehension of printed materials and oral stories.	
Birth through 8 Months Quiets to a familiar story, song, or nursery rhyme. Smiles or expresses pleasure when viewing pictures of familiar objects or people. Attends to an adult's voice when being held and read to.	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 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.
6 to 18 Months Participates in word games and finger play. Begins to show preference for favorite stories and books.	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.

Makes sounds to represent parts of a story. Anticipates action that accompanies parts of a story, song, or interactive play activities. Responds to pictures, characters, or objects in books (points, vocalizes, or gestures). Points or makes sounds when looking at picture books. Points to familiar pictures, characters, and objects in books. Identifies familiar people and objects in photographs.	LLD 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.
16 – 38 Months Labels pictures with words. Repeats familiar parts of a story, nursery rhyme, or music. Uses a questioning intonation when talking about a story. Responds to “wh” questions (who, what, where, when, why) after hearing or reading a story. Recalls specific characters or actions from a story. May have a favorite book and ask for it to be read multiple times. Pretends to read a book to self or favorite toy. Uses pictures to describe actions (e.g., views a picture of a person running, child says, “run.”). Produces a multiple-word response to printed materials.	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 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.

Anticipates what comes next in known stories, with assistance (anticipates the next animal in an animal concept book). May use pretend play to act out familiar story.	
36 to 60 Months Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories. Orally fills in or completes familiar text when looking at picture books. Begins to make predictions for what comes next in the story. Explores characters in stories with puppets, dramatic play, and flannel board figures. Begins to make personal connections to character and events in a story. Uses pictures to predict a story. Matches pictures with spoken words in the home language. Recognizes own name when spelled out in letters. Recites some words in familiar books from memory. Identifies major characters in story. Begins to understand the sequence of a story (beginning, middle, and end). Makes 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 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. 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.

Pretends to read a familiar book. Recognizes that oral language has a written counterpart (a spoken phrase can be written and read). Describes character and events in stories. Relates stories to real life experiences. Retells sequence of events in a story using illustrations in a book or literary props. Asks questions for clarification and further understanding. Recalls specific details or events in a story.	
Goal 60: Children demonstrate awareness that written materials can be used for a variety of purposes.	
Birth through 8 Months Uses senses to explore books with different textures. Experiences new vocabulary paired with objects and pictures.	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 6a Reading Comprehension: Responds to text LLD 6a.1 Interacts by reaching for or patting when a book is read.
6 to 18 Months Initiates interactions for sharing written materials. Recognizes pictures that represent real objects. Shows preference for familiar food labels, clothing, graphics, and characters.	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 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story

Enjoys books with clear pictures or photos about daily routines (eating, toileting). Finds comfort and enjoyment in being read to.	LLD 6b.1 Looks at and listens to books read aloud by an adult.
16 – 38 Months Uses purposefully a variety of books for information, enjoyment, and recreation. Recognizes familiar environmental print labels and logos (stop signs, cereal boxes, toys). Enjoys books about different things (animals, occupations, trucks, farms, fairy tales, etc.). Responds to emotional expressions in books. Uses labels and pictures to organize and categorize materials. Enjoys books with clear pictures or photos about daily routines (eating, toileting).	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 6a Reading Comprehension: Responds to text LLD 6a.2 Chooses and holds a book and looks intently at each page.
36 to 60 Months Uses signs in the environment for information. Recognizes that print is read in stories. Uses maps, menus, cookbooks, and dictionaries during play. Uses printed materials for entertainment (pretending to read). Recognizes that different text forms have different purposes (grocery list is different than a written story).	LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation. LLD 6a Reading Comprehension: Responds to text LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.

Finds information in books. Imitates common reading activities appropriately in play (pretends to use directions while putting something together, pretends to write a list or message). Realizes that letters and words represent ideas and feelings. Follows pictorial directions for cooking, assembling toys, and building models. Recognizes that printed materials have power (addresses, phone numbers, last name, knowledge). Selects books to read. Cares appropriately for books and pictures.	
Goal 61: Children demonstrate knowledge and use of letters and symbols.	
Birth through 8 Months Uses senses to explore the environment.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images. LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write.
6 to 18 Months Makes marks on paper and other surfaces.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.1 Explores books and toys with letters and related images.

Explores materials and medium with hands, feet, and body. Begins to recognize that they can make marks on paper or surfaces.	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. LLD 7b.2 Makes handprints or fingerprints with adults.
16 – 38 Months Uses increasingly more purposeful scribbling. Uses drawing and painting expressively. Uses horizontal scribbling to label drawings or imitate adults. Makes intentional impressions with different materials. Notices both words and pictures on a page. Labels pictures using scribble writing. Uses symbols or pictures as a representation of oral language. Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (a spoken word is also represented in print). Talks about the meaning of what is being written or drawn (e.g., “this is the dinosaur eating…”). May substitute object as symbol (use block as phone or car).	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.2 Participates in letter songs and activities. LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. 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.
36 to 60 Months Uses horizontal scribbling with breaks or separate marks to represent writing.	LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.

Creates representational drawings. Uses scribbling to represent their name. Knows the difference between printed letters and drawings. Attempts to copy one or more letters of the alphabet. Labels pictures using letter-like marks. Knows that alphabet letters are a special category of graphics that can be individually named. Identifies letters to match the said-aloud letter name. Works at writing own name. Shows awareness of the difference between own writing and conventional print. Shows awareness of two or more different writing systems (especially appropriate for ELL and bilingual/multilingual children). Uses pictures, symbols, and letters to convey meaning. Uses letters to represent sounds in words. Prints some alphabet letters for given letter names.	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 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.
Goal 62: Children use writing skills and demonstrate knowledge of writing conventions.	
Birth through 8 Months Grasps objects.	PD 2 Fine Motor: Builds strength and coordination of small movements

Begins to use both hands together.	PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write.
6 to 18 Months Uses palmer grasp (fist) to hold writing tools. Picks up small items using pincer grasp. Crosses midline with hands. Passes objects from one hand to the other.	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. 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.2 Makes handprints or fingerprints with adults.
16 – 38 Months Adjusts body position to facilitate writing. Holds paper with one hand while writing with the other hand. Copies vertical and horizontal lines. Makes circular motions with writing utensil. Uses a variety of writing tools. Begins to use fingers to hold writing tools instead of fist. Uses whole arm to make writing movement.	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. 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. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person.

Scribbles and make marks on paper purposefully. Names scribbles (tells others what scribbles mean). Pretends to write on paper, without regard to location or direction.	
36 to 60 Months Uses tripod grasp to hold writing tools. Begins to demonstrate hand preference for writing. Uses whole arm and finger movements to write. Intentionally scribbles to convey meaning; tells caregiver what it means. Makes strings of letters or marks from left to right. Begins to copy simple shapes. Draws a basic six (plus)-part person with some detail and content. Intentionally scribbles or writes to convey meaning. Uses invented spelling with letters and marks to represent words. Uses letter-like symbols to express an idea. Writes some letters or numerals. Prints or copies first name. Attempts to copy words from print.	PD 2 Fine Motor: Builds strength and coordination of small movements PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. 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.

Draws basic geometric shapes (circle, triangle). Uses pretend writing activities during play to show print conventions in home language. Uses letters and symbols to label or convey directions (SV for Save sign on block building).	
Goal 63: Children use writing for a variety of purposes.	
Birth through 8 Months Explores and experiences environment using all senses.	LLD 7a Writing: Emergent writing LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7b Writing: Uses writing to represent meaning LLD 7b.1 Explores various tools used to write.
6 to 18 Months Explores cause and effect on the physical environment. Makes marks on paper and shows them to others. Makes marks with fingers (in food, dirt, or sand).	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.2 Makes handprints or fingerprints with adults.
16 – 38 Months Makes scribbles and pictures to share with others. Imitates the act of writing during play and familiar routines. Uses writing props during play. May request an adult to write name or message on their work.	LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.

Recognizes some environmental print/symbols (stop sign). Asks adult to label pictures that he/she has drawn. Makes cards to give peers and significant adults, with assistance.	
36 to 60 Months Makes scribbles and pictures to express an idea. Uses representational scribbles and marks during play. Asks an adult to label a picture. Uses letter-like symbols to make lists, letters, and stories. Copies some environmental print/symbols. Talks out loud about creative ideas and stories and asks adult to write them out. Asks adult to write out rhymes, or child's invented song. Creates notes and messages for a purpose.	LLD 7a Writing: Emergent writing LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. 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.
Sub-Domain: English Language Learners	
Goal 64: Children demonstrate competency in home language while acquiring beginning proficiency in English	
Birth through 8 Months Attends to spoken sounds. Communicates needs through vocalization, gestures, facial expressions, and actions.	SLA 1a Second Language Acquisition: Participates using target language SLA 1a.1 Pre-Production: Observes interactions in target language, but may not participate.

	SLA 1b Second Language Acquisition: Demonstrates initiative with target language SLA 1b.1 Pre-Production: Uses cues and gestures to understand interactions in target language. SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language SLA 1c.1 Pre-Production: Uses cues and gestures to understand interactions in target language. SLA 2a Second Language Acquisition: Demonstrates comprehension of target language SLA 2a.1 Pre-Production: Responds to cues, such as gestures and visualizations. 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.
6 to 18 Months Responds to familiar words in home language. Responds to simple voice commands and labeling in two languages. Communicates needs in one- to two-word phrases in home language. Uses eight to ten understandable words in home language and may not possess any words in the English vocabulary. Communicates needs through single-word speech in home language and through facial expression, gestures, or actions (points to desired object) if attempting to communicate in English.	SLA 1a Second Language Acquisition: Participates using target language SLA 1a.1 Pre-Production: Observes interactions in target language, but may not participate. SLA 1b Second Language Acquisition: Demonstrates initiative with target language SLA 1b.1 Pre-Production: Uses cues and gestures to understand interactions in target language. SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language SLA 1c.1 Pre-Production: Uses cues and gestures to understand interactions in target language.

	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.
16 – 38 Months Often uses sounds from home language when speaking in English. Has a larger receptive and expressive vocabulary in home language. Uses increased expressive and receptive English vocabulary. May exhibit a period of silence before a language surge. Follows simple verbal direction in home language and attempts to make sense of a direction given in English when accompanied by a non-verbal gesture (signal for come here). Often uses sounds from home language when speaking in English (e.g., Spanish “v” may be pronounced like “b” so Spanish-speaking child might say “bery” for “very”). Has a larger vocabulary in home language and is beginning to acquire an English vocabulary. Recalls words from simple songs in home language and recognizes words from songs in English.	SLA 1a Second Language Acquisition: Participates using target language SLA 1a.1 Pre-Production: Observes interactions in target language, but may not participate. SLA 1a.2 Early Production: When prompted, uses gestures and words in target language to participate in group interactions. SLA 1b Second Language Acquisition: Demonstrates initiative with target language SLA 1b.1 Pre-Production: Uses cues and gestures to understand interactions in target language. SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language SLA 1c.2 Early Production: Repeats often heard words in target language. 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.

Asks simple questions in home language and uses gestures or single words to ask questions in English. Occasionally inserts words from home language while speaking in English.	SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate.
36 to 60 Months Recalls words from simple songs in home language and recognizes words from songs in English. Occasionally inserts words from home language while speaking English. Demonstrates understanding that there are languages other than the home language (identifies sentence spoken in home language in comparison to one spoken in English). Relies on non-verbal cues to communicate in English but does not rely on non-verbal cues to communicate in home language. Focuses on the meaning of words rather than grammar in acquiring spoken English language competency. Follows linguistic rules of home language and constructs own rules for English. Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate. A bilingual child adjusts language and communication form used according to person with whom he/she is speaking or place where he/she is at.	SLA 1a Second Language Acquisition: Participates using target language SLA 1a.2 Early Production: When prompted, uses gestures and words in target language to participate in group interactions. SLA 1a.3 Speech Emergence: Uses target language to actively participate, working around any language barriers. SLA 1b Second Language Acquisition: Demonstrates initiative with target language SLA 1b.2 Early Production: Asks for repetition of target language to clarify understanding. SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language SLA 1c.2 Early Production: Repeats often heard words in target language. 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.

	SLA 2b.3 Speech Emergence: Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.
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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
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	Notifies, responds to and looks at peers.	Engages in simple interactions with peers.	Shows interest in interacting with peers and may demonstrate preference for specific peers.	Engages in interactions with peers and has preferred friends that they play with consistently.	Demonstrates connection with others and identifies similar interests as friends.	Describes personal friendships and meaningful relationships.	Describes characteristics of positive friendships and how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.
	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.	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.	Notifies things that repeat in the environment.	Fills in the missing piece of an AB pattern.	Copies, creates and extends AB patterns.	Fills in the missing piece of complex patterns, such as ABC or AABB.	Copies, creates and extends complex patterns, such as ABC or AABB.	Identifies the smallest unit of a pattern, such as AAB as the smallest unit of the pattern AABAABAAAB.	Develops and explains own formula for creating a variety of patterns.
	M 6 Classification	M 6 Sorts and graphs	Notifies when two objects are similar in some way.	Creates groups of objects by common characteristics but may be mixed or inconsistent.	Sorts objects by one feature.	After sorting objects by one feature, sorts again by a different feature	Sorts objects by more than one feature and explains why.	Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.	Gathers, represents and answers questions about objects or data in three categories.	Gathers, represents and answers questions about objects or data in four categories.

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

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

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