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Alignment of the

# Experience Developmental Continuum of Skills

with

# North Dakota Early Learning Standards

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# The Experience Developmental Continuum of Skills

This document details the alignment of the **North Dakota Early Learning Standards.** 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.






| North Dakota Early Learning Standards: Birth to Kindergarten (2018) | Experience Early Learning Developmental Continuum |
|---|---|
| **Domain I: Approaches to Play and Learning** | |
| Sub-Domain: Emotional and Behavioral Self-Regulation | |
| **Goal IT-APL 1. Child manages feelings and emotions with support of familiar adults. (0-36 months)** | |
| **Birth–9 Months**<br><br>Engages with familiar adults for calming and comfort, to focus attention, and to share joy. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.1 Calms with support from caregiver. |
| **8–18 Months**<br><br>Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. |
| **16–36 Months**<br><br>Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.<br><br>*Indicators – By 36 Months:*<br><br>Looks to others for help in coping with strong feelings and emotions.<br><br>Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation, to handle strong feelings and emotions. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.<br>SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. |
| **Goal P-APL 1. Child manages emotions with increasing independence. (36-60 months)** | |
| **36–48 Months** | **SED 2a Self-Regulation: Manages feelings and behavior** |


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| Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions. | SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.<br>SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. |
| **48–60 Months**<br><br>Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions but shows increasing skill in successfully using strategies suggested by adults.<br><br>*Indicators – By 60 Months:*<br><br>Expresses emotions in ways that are appropriate to the situation.<br><br>Looks for adult assistance when emotions are most intense.<br><br>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. |
| **Goal IT-APL 2. Child manages actions and behavior with support of familiar adults. (0-36 months)** | |
| **Birth–9 Months**<br><br>Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.1 Calms with support from caregiver. |
| **8–18 Months**<br><br>Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. |


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| **16–36 Months**<br><br>Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "Stop" or "No" during conflict with a peer instead of hitting. Let's the adult know when they are hungry or tired.<br><br>*Indicators – By 36 Months:*<br><br>Participates in and follows everyday routines with the support of familiar adults.<br><br>Communicates verbally or non-verbally about basic needs.<br><br>Manages short delays in getting physical needs met with the support of familiar adults.<br><br>Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult's hand when crossing the street. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.<br><br>**SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.2 Participates in familiar routines and transitions with support. |
| **Goal P-APL 2. Child follows classroom rules and routines with increasing independence. (36-60 months)** | |
| **36–48 Months**<br><br>Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult. | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.<br><br>**SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. |
| **48–60 Months**<br><br>Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. |


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| includes putting away their plate, washing hands, and lining up at the door to go outside.<br><br>*Indicators – By 60 Months:*<br><br>Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.<br><br>Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.<br><br>Responds to signals when transitioning from one activity to another. | **SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. |
| **Goal P-APL 3. Child appropriately handles and takes care of classroom materials. (36-60 months)** | |
| **36–48 Months**<br><br>Handles classroom materials, such as putting them where they belong, with adult support. | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.<br><br>**SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. |
| **48–60 Months**<br><br>Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.<br><br>*Indicators – By 60 Months:*<br><br>Appropriately handles materials during activities.<br><br>Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin. | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.<br><br>**SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. |


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| **Goal P-APL 4. Child manages actions, words, and behavior with increasing independence. (36-60 months)** | |
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| **36–48 Months**<br><br>Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.<br>SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.<br><br>**SED 4b Problem-Solving: Responsible decision-making**<br>SED 4b.2 Responds to simple guidance on safe and kind choices. |
| **48–60 Months**<br><br>Manages own actions, words, and behavior with occasional support from adults.<br><br>*Indicators – By 60 Months:*<br><br>Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.<br><br>Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.<br><br>Waits for turn, such as waits in line to wash hands or waits for turn on swings.<br><br>Refrains from aggressive behavior towards others.<br><br>Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.<br><br>**SED 4b Problem-Solving: Responsible decision-making**<br>SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”.<br><br>**SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. |


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| Sub-Domain: Cognitive Self-Regulation | |
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| **Goal IT-APL 3. Child maintains focus and sustains attention with support. (0-36 months)** | |
| **Birth–9 Months**<br><br>Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support. | **ATL 1a Attention & Persistence: Attends**<br>ATL 1a.1 Focuses for a short time on a person, sound or thing. |
| **8–18 Months**<br><br>Shows increasing ability to attend to people, objects, and activities in order to extend or complete an activity, or to join. | **ATL 1a Attention & Persistence: Attends**<br>ATL 1a.1 Focuses for a short time on a person, sound or thing.<br>ATL 1a.2 Attends to what others are looking at or pointing to. |
| **16–36 Months**<br><br>Participates in activities and experiences with people, objects, or materials that require attention and common focus.<br><br>*Indicators – By 36 Months:*<br><br>Maintains engagement in interactions with familiar adults and children.<br><br>Chooses to join in activities or pays attention to tasks and activities that are self-initiated.<br><br>Maintains focus and attention on a simple task or activity for short periods of time. | **ATL 1a Attention & Persistence: Attends**<br>ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.<br>ATL 1a.4 Focuses on an engaging activity for a short period of time independently. |
| **Goal P-APL 6. Child maintains focus and sustains attention with minimal adult support. (36-60 months)** | |
| **36–48 Months** | **ATL 1a Attention & Persistence: Attends** |


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| With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions. | ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.<br>ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. |
| **48–60 Months**<br><br>With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.<br><br>*Indicators – By 60 Months:*<br><br>Maintains focus on activities for extended periods of time, such as 15 minutes or more.<br><br>Engages in purposeful play for extended periods of time.<br><br>Attends to adult during large and small group activities with minimal support. | **ATL 1a Attention & Persistence: Attends**<br>ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.<br>ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions. |
| **Goal IT-APL 4. Child develops the ability to show persistence in actions and behavior. (0-36 months)** | |
| **Birth–9 Months**<br><br>Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time. | **ATL 1b Attention & Persistence: Persists**<br>ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. |
| **8–18 Months**<br><br>Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties. | **ATL 1b Attention & Persistence: Persists**<br>ATL 1b.2 Repeats actions to gain a result.<br><br>**SED 4a Problem-Solving: Solves problems**<br>SED 4a.1 Uses simple repeated actions or movements to solve a problem. |


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| **16–36 Months**<br><br>Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.<br><br>*Indicators – By 36 Months:*<br><br>Persists in learning new skills or solving problems.<br><br>Continues efforts to finish a challenging activity or task with support of an adult. | **ATL 1b Attention & Persistence: Persists**<br>ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.<br>ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.<br><br>**SED 4a Problem-Solving: Solves problems**<br>SED 4a.2 Explores how things work using repeated trial and error to solve a problem. |
| **Goal P-APL 7. Child persists in tasks. (36-60 months)** | |
| **36–48 Months**<br><br>Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall. | **ATL 1b Attention & Persistence: Persists**<br>ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.<br>ATL 1b.5 Begins to persist on a challenging activity with teacher support. |
| **48–60 Months**<br><br>Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.<br><br>*Indicators – By 60 Months:*<br><br>Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.<br><br>Returns with focus to an activity or project after having been away from it. | **ATL 1b Attention & Persistence: Persists**<br>ATL 1b.5 Begins to persist on a challenging activity with teacher support.<br>ATL 1b.6 Persists on a challenging activity independently. |


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| **Goal IT-APL 5. Child demonstrates the ability to be flexible in actions and behavior. (0-36 months)** | |
| **Birth–9 Months**<br><br>Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction. | **ATL 2a Flexibility & Play: Shows flexibility**<br>ATL 2a.1 Shifts attention from one person or thing to another. |
| **8–18 Months**<br><br>Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem. | **ATL 2a Flexibility & Play: Shows flexibility**<br>ATL 2a.1 Shifts attention from one person or thing to another.<br>ATL 2a.2 Shifts attention from one task to another with prompting and adult support. |
| **16–36 Months**<br><br>Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.<br><br>*Indicators – By 36 Months:*<br><br>Adjusts to changes in routines or usual activities when informed ahead of time by adults.<br><br>Makes common, everyday transitions that are part of a daily schedule.<br><br>Shows flexibility in problem solving by trying more than one approach. | **ATL 2a Flexibility & Play: Shows flexibility**<br>ATL 2a.2 Shifts attention from one task to another with prompting and adult support.<br>ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.<br><br>**SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. |
| **Goal P-APL 5. Child demonstrates an increasing ability to control impulses. (36-60 months)** | |
| **36–48 Months** | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. |


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| Frequently engages in impulsive behaviors but inhibits them when directly supported by an adult. | SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. |
| **48–60 Months**<br><br>Sometimes controls impulses independently, while at other times needs support from an adult.<br><br>*Indicators – By 60 Months:*<br><br>Tries different strategies to complete work or solve problems, including with other children.<br><br>Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.<br><br>Transitions between activities without getting upset. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. |
| **Goal P-APL 8. Child holds information in mind and manipulates it to perform tasks. (36-60 months)** | |
| **36–48 Months**<br><br>Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks. | **LLD 1b Listening: Follows directions**<br>LLD 1b.3 Follows related two-step directions given verbally.<br>LLD 1b.4 Follows unrelated two-step directions given verbally. |
| **48–60 Months**<br><br>Holds an increasing amount of information in mind in order to successfully complete tasks.<br><br>*Indicators – By 60 Months:*<br><br>Accurately recounts recent experiences in the correct order and includes relevant details. | **LLD 1b Listening: Follows directions**<br>LLD 1b.5 With prompting, follows multi-step directions given verbally.<br>LLD 1b.6 Follows multi-step directions given verbally.<br><br>**SS 4 History & Sense of Time: Develops sense of time**<br>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. |


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| Successfully follows detailed, multi-step directions, sometimes with reminders.<br><br>Remembers actions to go with stories or songs shortly after being taught. | |
| **Goal P-APL 9. Child demonstrates flexibility in thinking and behavior. (36-60 months)** | |
| **36–48 Months**<br><br>Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work. | **ATL 2a Flexibility & Play: Shows flexibility**<br>ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.<br>ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. |
| **48–60 Months**<br><br>Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.<br><br>*Indicators – By 60 Months:*<br><br>Tries different strategies to complete work or solve problems, including with other children.<br><br>Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.<br><br>Transitions between activities without getting upset. | **ATL 2a Flexibility & Play: Shows flexibility**<br>ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.<br>ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. |
| Sub-Domain: Initiative and Curiosity | |


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| **Goal IT-APL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. (0-36 months)** | |
| **Birth–9 Months**<br><br>Initiates interactions with familiar adults through expressions, actions, or behaviors. | **SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.1 Vocalizes or moves to express needs. |
| **8–18 Months**<br><br>Points to desired people, objects, or places. Initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted. | **SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.<br>SED 1b.3 Expresses likes and dislikes. |
| **16–36 Months**<br><br>Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.<br><br>*Indicators – By 36 Months:*<br><br>Engages others in interactions or shared activities.<br><br>Demonstrates initiative by making choices or expressing preferences.<br><br>Attempts challenging tasks with or without adult help.<br><br>Shows eagerness to try new things. | **SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.3 Expresses likes and dislikes.<br>SED 1b.4 When given two to three options, chooses their most desired option.<br><br>**SED 1c Self-Awareness: Completes tasks independently**<br>SED 1c.2 Attempts to do a familiar task or explore objects independently.<br>SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. |
| **Goal P-APL 10. Child demonstrates initiative and independence. (36-60 months)** | |
| **36–48 Months** | **SED 1c Self-Awareness: Completes tasks independently**<br>SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. |


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| Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting. | SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. |
| **48–60 Months**<br><br>Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.<br><br>*Indicators – By 60 Months:*<br><br>Engages in independent activities.<br><br>Makes choices and communicates these to adults and other children.<br><br>Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.<br><br>Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted. | **SED 1c Self-Awareness: Completes tasks independently**<br>SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.<br>SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.<br><br>**SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.4 When given two to three options, chooses their most desired option.<br><br>**ATL 2b Flexibility & Play: Engages in play**<br>ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. |
| **Goal IT-APL 7. Child shows interest in and curiosity about objects, materials, or events. (0-36 months)** | |
| **Birth–9 Months**<br><br>Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.1 Uses senses to explore environment.<br>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. |
| **8–18 Months** | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. |


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| Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials. | |
| **16–36 Months**<br><br>Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.<br><br>*Indicators – By 36 Months:*<br><br>Asks questions about what things are, how they are used, or what is happening.<br><br>Experiments with different ways of using new objects or materials.<br><br>Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.<br><br>**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**<br>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. |
| **Goal P-APL 11. Child shows interest in and curiosity about the world around them. (36-60 months)** | |
| **36–48 Months**<br><br>Seeks out new information and explores new play and tasks with adult support. | **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**<br>SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.<br><br>**SED 1c Self-Awareness: Completes tasks independently**<br>SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. |
| **48–60 Months**<br><br>Seeks out new information and explores new play and tasks both independently and with adult support. | **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**<br>SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. |


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| *Indicators – By 60 Months:*<br><br>Asks questions and seeks new information.<br><br>Is willing to participate in new activities or experiences even if they are perceived as challenging.<br><br>Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities. | **SED 1c Self-Awareness: Completes tasks independently**<br>SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. |
| Sub-Domain: Creativity | |
| **Goal IT-APL 8. Child uses creativity to increase understanding and learning. (0-36 months)** | |
| **Birth–9 Months**<br><br>Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others. | **SED 3d Social relationships: Identifies and respects emotions of others**<br>SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. |
| **8–18 Months**<br><br>Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick. | **ATL 2b Flexibility & Play: Engages in play**<br>ATL 2b.1 Explores and manipulates materials. |
| **16–36 Months**<br><br>Combines objects or materials in new and unexpected ways. Shows delight in creating something new.<br><br>*Indicators – By 36 Months:*<br><br>Pays attention to new or unusual things.<br><br>Shows willingness to participate in new activities or experiences. | **ATL 2b Flexibility & Play: Engages in play**<br>ATL 2b.1 Explores and manipulates materials. |


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| Uses language in creative ways, sometimes making up words or rhymes. | |
| **Goal P-APL 12. Child expresses creativity in thinking and communication. (36-60 months)** | |
| **36–48 Months**<br><br>Responds to adults' prompts to express creative ideas in words and/or actions. | **ATL 2a Flexibility & Play: Shows flexibility**<br>ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.<br>ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. |
| **48–60 Months**<br><br>Communicates creative ideas and actions both with and without prompting from adults.<br><br>*Indicators – By 60 Months:*<br><br>Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.<br><br>Approaches tasks, activities, and play in ways that show creative problem solving.<br><br>Uses multiple means of communication (verbal and non-verbal) to creatively express thoughts, feelings, or ideas. | **ATL 2a Flexibility & Play: Shows flexibility**<br>ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.<br>ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.<br><br>**ATL 2b Flexibility & Play: Engages in play**<br>ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. |
| **Goal IT-APL 9. Child shows imagination in play and interactions with others. (0-36 months)** | |
| **Birth–9 Months**<br><br>*No examples are provided at this age range in the ND ELS.* | — |


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| **8–18 Months**<br><br>Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games. | **CA 1a Music: Expresses through music**<br>CA 1a.2 Repeats words in familiar songs and attempts to sing.<br><br>**LLD 3c Phonological Awareness: Hears small units of sound**<br>LLD 3c.3 Engages in word and sound play through songs and games. |
| **16–36 Months**<br><br>Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.<br><br>*Indicators – By 36 Months:*<br><br>Uses pretend and imaginary objects or people in play or interaction with others.<br><br>Uses materials such as paper, paint, crayons, or blocks to make novel things. | **CA 4a Drama: Participates in dramatic and symbolic play**<br>CA 4a.3 Uses words, actions and props to pretend.<br><br>**CA 4b Drama: Uses and creates props to represent other objects or ideas**<br>CA 4b.4 Uses an object as a replacement for a realistic prop or real object. |
| **Goal P-APL 13. Child uses imagination in play and interactions with others. (36-60 months)** | |
| **36–48 Months**<br><br>Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults. | **CA 4a Drama: Participates in dramatic and symbolic play**<br>CA 4a.4 Plays a role in group dramatic play.<br><br>**CA 4b Drama: Uses and creates props to represent other objects or ideas**<br>CA 4b.4 Uses an object as a replacement for a realistic prop or real object. |
| **48–60 Months**<br><br>Develops more elaborate imaginary play, stories, and other creative works with children and adults.<br><br>*Indicators – By 60 Months:* | **CA 4a Drama: Participates in dramatic and symbolic play**<br>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.<br><br>**CA 4b Drama: Uses and creates props to represent other objects or ideas** |


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| Engages in social and pretend play.<br><br>Uses imagination with materials to create stories or works of art.<br><br>Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel. | CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. |
| **Domain II: Social and Emotional Development** | |
| Sub-Domain: Relationships with Adults | |
| **Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. (0-36 months)** | |
| **Birth–9 Months**<br><br>Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments. | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.1 Recognizes, interacts with and responds to primary caregivers. |
| **8–18 Months**<br><br>Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults. | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. |
| **16–36 Months**<br><br>Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.<br><br>*Indicators – By 36 Months:*<br><br>Shows emotional connection and attachment to familiar adults. | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.<br>SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. |


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| Turns to familiar adults for protection, comfort, and getting needs met. | |
| **Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. (36-60 months)** | |
| **36–48 Months**<br><br>Engages in positive interactions with adults, by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems. | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.<br>SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. |
| **48–60 Months**<br><br>Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.<br><br>*Indicators – By 60 Months:*<br><br>Interacts readily with trusted adults.<br><br>Engages in some positive interactions with less familiar adults, such as parent volunteers.<br><br>Shows affection and preference for adults who interact with them on a regular basis.<br><br>Seeks help from adults when needed. | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.<br>SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. |
| **Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. (0-36 months)** | |


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| **Birth–9 Months**<br><br>Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults. | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.1 Recognizes, interacts with and responds to primary caregivers. |
| **8–18 Months**<br><br>Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult. | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.<br>SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. |
| **16–36 Months**<br><br>Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.<br><br>*Indicators – By 36 Months:*<br><br>Engages in and may initiate behaviors that build relationships with familiar adults.<br><br>Uses familiar adults for reassurance when engaging with new adults. | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.<br>SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. |
| **Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults. (36-60 months)** | |
| **36–48 Months**<br><br>Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.<br><br>**SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. |


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| such as saying "No" to requests, but these moments are typically resolved with support from adults. | |
| **48–60 Months**<br><br>Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.<br><br>*Indicators – By 60 Months:*<br><br>Engages in prosocial behaviors with adults, such as using respectful language or greetings.<br><br>Attends to an adult when asked.<br><br>Follows adult guidelines and expectations for appropriate behavior.<br><br>Asks or waits for adult permission before doing something when they are unsure. | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults.<br><br>**SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. |
| **Goal IT-SE 3. Child learns to use adults as a resource to meet needs. (0-36 months)** | |
| **Birth–9 Months**<br><br>Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects. | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.1 Recognizes, interacts with and responds to primary caregivers.<br><br>**SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.1 Vocalizes or moves to express needs. |
| **8–18 Months** | **SED 3a Social relationships: Develops relationships with adults** |


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| Looks to or seeks help from a familiar adult, such as taking the adult's hand and leading them to something the child wants or needs. | SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.<br><br>**SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.1 Vocalizes or moves to express needs. |
| **16–36 Months**<br><br>Asks familiar adult for help or assistance when encountering difficult tasks or situations.<br><br>*Indicators – By 36 Months:*<br><br>Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.<br><br>Shows preference for familiar adults when in distress. | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.<br><br>**SED 4a Problem-Solving: Solves problems**<br>SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. |
| Sub-Domain: Relationships with Other Children | |
| **Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. (0-36 months)** | |
| **Birth–9 Months**<br><br>Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child. | **SED 3b Social relationships: Develops relationships with peers**<br>SED 3b.1 Notices, responds to and looks at peers. |
| **8–18 Months**<br><br>Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes. | **SED 3b Social relationships: Develops relationships with peers**<br>SED 3b.2 Engages in simple interactions with peers. |


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| **16–36 Months**<br><br>Seeks out other children for social interaction, including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.<br><br>*Indicators – By 36 Months:*<br><br>Shows increasing interest in interacting with other children.<br><br>Shows preference for particular playmates, such as greeting friends by name. | **SED 3b Social relationships: Develops relationships with peers**<br>SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.<br>SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. |
| **Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. (36-60 months)** | |
| **36–48 Months**<br><br>Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults. | **SED 3b Social relationships: Develops relationships with peers**<br>SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.<br><br>**SED 3c Social relationships: Participates cooperatively in groups**<br>SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. |
| **48–60 Months**<br><br>Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.<br><br>*Indicators – By 60 Months:*<br><br>Engages in and maintains positive interactions with other children. | **SED 3b Social relationships: Develops relationships with peers**<br>SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently.<br><br>**SED 3c Social relationships: Participates cooperatively in groups**<br>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. |


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| Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.<br><br>Takes turns in conversations and interactions with other children.<br><br>Develops friendships with one or two preferred other children. | |
| **Goal IT-SE 5. Child imitates and engages in play with other children. (0-36 months)** | |
| **Birth–9 Months**<br><br>Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy. | **SED 3b Social relationships: Develops relationships with peers**<br>SED 3b.1 Notices, responds to and looks at peers. |
| **8–18 Months**<br><br>Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials. | **SED 3c Social relationships: Participates cooperatively in groups**<br>SED 3c.2 Mimics actions of others.<br><br>**ATL 2b Flexibility & Play: Engages in play**<br>ATL 2b.3 Watches others play and plays side by side with another person. |
| **16–36 Months**<br><br>Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.<br><br>*Indicators – By 36 Months:*<br><br>Uses multiple strategies, such as imitating or responding, in order to enter play with other children.<br><br>Engages in extended play with other children with a common focus. | **SED 3c Social relationships: Participates cooperatively in groups**<br>SED 3c.3 Joins a group and participates in an activity when asked.<br>SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.<br><br>**ATL 2b Flexibility & Play: Engages in play**<br>ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. |


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| Engages in simple cooperative play with other children. | |
| **Goal P-SE 4. Child engages in cooperative play with other children. (36-60 months)** | |
| **36–48 Months**<br><br>Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way. | **SED 3c Social relationships: Participates cooperatively in groups**<br>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.<br><br>**ATL 2b Flexibility & Play: Engages in play**<br>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. |
| **48–60 Months**<br><br>Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.<br><br>*Indicators – By 60 Months:*<br><br>Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.<br><br>Demonstrates willingness to include others' ideas during interactions and play.<br><br>Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.<br><br>Engages in reflection and conversation about past play experiences. | **SED 3c Social relationships: Participates cooperatively in groups**<br>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.<br>SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.<br><br>**ATL 2b Flexibility & Play: Engages in play**<br>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.<br>ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. |


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| **Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children. (36-60 months)** | |
| **36–48 Months**<br><br>Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support. | **SED 4a Problem-Solving: Solves problems**<br>SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.<br><br>**SED 4b Problem-Solving: Responsible decision-making**<br>SED 4b.4 With adult support, lists choices or solutions before making a decision. |
| **48–60 Months**<br><br>Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.<br><br>*Indicators – By 60 Months:*<br><br>Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"<br><br>Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.<br><br>Expresses feelings, needs, and opinions in conflict situations.<br><br>Seeks adult help when needed to resolve conflicts. | **SED 4a Problem-Solving: Solves problems**<br>SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.<br><br>**SED 4b Problem-Solving: Responsible decision-making**<br>SED 4b.4 With adult support, lists choices or solutions before making a decision.<br><br>**SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.6 Expresses and advocates for one's needs or personal preferences.<br><br>**SED 3c Social relationships: Participates cooperatively in groups**<br>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. |
| Sub-Domain: Emotional Functioning | |
| **Goal IT-SE 6. Child learns to express a range of emotions. (0-36 months)** | |


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| **Birth–9 Months**<br><br>Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing, or through facial expressions, body movements, or gestures, often to elicit a response from a familiar adult. | **SED 1d Self-Awareness: Identifies emotions**<br>SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. |
| **8–18 Months**<br><br>Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background. | **SED 1d Self-Awareness: Identifies emotions**<br>SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.<br>SED 1d.2 Shows a range of emotions with facial expressions and gestures. |
| **16–36 Months**<br><br>Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.<br><br>*Indicators – By 36 Months:*<br><br>Expresses a variety of emotions through facial expressions, sounds, gestures, or words.<br><br>Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions. | **SED 1d Self-Awareness: Identifies emotions**<br>SED 1d.2 Shows a range of emotions with facial expressions and gestures.<br>SED 1d.3 Recognizes and names a few personal feelings. |
| **Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. (36-60 months)** | |
| **36–48 Months**<br><br>Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad. | **SED 1d Self-Awareness: Identifies emotions**<br>SED 1d.2 Shows a range of emotions with facial expressions and gestures.<br>SED 1d.3 Recognizes and names a few personal feelings. |


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| | **SED 3d Social relationships: Identifies and respects emotions of others**<br>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. |
| **48–60 Months**<br><br>Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.<br><br>*Indicators – By 60 Months:*<br><br>Recognizes and labels basic emotions in books or photographs.<br><br>Uses words to describe own feelings.<br><br>Uses words to describe the feelings of adults or other children. | **SED 1d Self-Awareness: Identifies emotions**<br>SED 1d.4 Identifies and describes personal feelings.<br>SED 1d.6 Identifies complex feelings and recognizes that they can have more than one feeling at the same time.<br><br>**SED 3d Social relationships: Identifies and respects emotions of others**<br>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.<br>SED 3d.5 Identifies complex feelings of others and responds accordingly. |
| **Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults. (0-36 months)** | |
| **Birth–9 Months**<br><br>Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions. | **SED 3d Social relationships: Identifies and respects emotions of others**<br>SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. |
| **8–18 Months**<br><br>Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles, or showing excitement when other children are excited. | **SED 3d Social relationships: Identifies and respects emotions of others**<br>SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.<br>SED 3d.2 Explores different facial expressions, such as in pictures. |


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| **16–36 Months**<br><br>Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.<br><br>*Indicators – By 36 Months:*<br><br>Recognizes feelings and emotions of others.<br><br>Responds to feelings and emotions of others with support from familiar adults.<br><br>Describes feelings of characters in a book with support from an adult. | **SED 3d Social relationships: Identifies and respects emotions of others**<br>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. |
| **Goal IT-SE 8. Child expresses care and concern toward others. (0-36 months)** | |
| **Birth–9 Months**<br><br>May cry when another child cries. | **SED 3d Social relationships: Identifies and respects emotions of others**<br>SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. |
| **8–18 Months**<br><br>Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy. | **SED 3d Social relationships: Identifies and respects emotions of others**<br>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. |
| **16–36 Months**<br><br>Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.<br><br>*Indicators – By 36 Months:* | **SED 3d Social relationships: Identifies and respects emotions of others**<br>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. |


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| Shows care and concern for others, including comforting others in distress.<br><br>Responds to needs of others and tries to help others with simple tasks. | |
| **Goal P-SE 7. Child expresses care and concern toward others. (36-60 months)** | |
| **36–48 Months**<br><br>Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed. | **SED 3d Social relationships: Identifies and respects emotions of others**<br>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. |
| **48–60 Months**<br><br>Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.<br><br>*Indicators – By 60 Months:*<br><br>Makes empathetic statements to adults or other children.<br><br>Offers support to adults or other children who are distressed. | **SED 3d Social relationships: Identifies and respects emotions of others**<br>SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. |
| **Goal IT-SE 9. Child manages emotions with the support of familiar adults. (0-36 months)** | |
| **Birth–9 Months**<br><br>Quiets or stops crying when held and gently rocked or talked to by a familiar adult. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.1 Calms with support from caregiver. |


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| **8–18 Months**<br><br>Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. |
| **16–36 Months**<br><br>Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.<br><br>*Indicators – By 36 Months:*<br><br>Uses different ways to calm or comfort self when upset.<br><br>Responds positively to emotional support from adults and other children. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.<br>SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. |
| **Goal P-SE 8. Child manages emotions with increasing independence. (36-60 months)** | |
| **36–48 Months**<br><br>Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.<br>SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. |
| **48–60 Months**<br><br>Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions but shows increasing skill in managing emotions independently. | **SED 2a Self-Regulation: Manages feelings and behavior**<br>SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. |


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| *Indicators – By 60 Months:*<br><br>Expresses feelings in ways that are appropriate to the situation.<br><br>Looks for adult assistance when feelings are most intense.<br><br>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath. | |
| Sub-Domain: Sense of Identity and Belonging | |
| **Goal IT-SE 10. Child shows awareness about self and how to connect with others. (0-36 months)** | |
| **Birth–9 Months**<br><br>Learns about self by exploring hands, feet, body, and movement. | **SED 1a Self-Awareness: Knows self and expresses confidence**<br>SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.<br><br>**PD 4b Personal Care: Understands bodily functions**<br>PD 4b.1 Explores body parts, such as hands and feet. |
| **8–18 Months**<br><br>Experiments with use of hands and body, discovering new capacities, and how movement and gestures can be used to relate to others. | **SED 1a Self-Awareness: Knows self and expresses confidence**<br>SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.<br>SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. |
| **16–36 Months**<br><br>Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.<br><br>*Indicators – By 36 Months:* | **SED 1a Self-Awareness: Knows self and expresses confidence**<br>SED 1a.3 Names self and names basic body parts.<br><br>**SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.3 Expresses likes and dislikes.<br><br>**SED 3d Social relationships: Identifies and respects emotions of others** |


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| Shows awareness of self, including own body, abilities, thoughts, and feelings.<br><br>Shows awareness of others as having thoughts and feelings separate from own. | SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. |
| **Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (36-60 months)** | |
| **36–48 Months**<br><br>Describes own physical characteristics and behaviors and indicates likes and dislikes when asked. | **SED 1a Self-Awareness: Knows self and expresses confidence**<br>SED 1a.4 Identifies characteristics of self.<br><br>**SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.3 Expresses likes and dislikes. |
| **48–60 Months**<br><br>Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.<br><br>*Indicators – By 60 Months:*<br><br>Describes self by using several different characteristics.<br><br>Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture. | **SED 1a Self-Awareness: Knows self and expresses confidence**<br>SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.<br><br>**SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.5 Describes and compares preferences of self and others.<br><br>**SS 1c Culture & Community: Respects diversity**<br>SS 1c.3 Identifies similarities and differences between self and others. |
| **Goal IT-SE 11. Child understands some characteristics of self and others. (0-36 months)** | |
| **Birth–9 Months**<br><br>Listens and responds by quieting, smiling, or cooing when name is said to child or when it is used in conversation with a familiar adult. | **SED 1a Self-Awareness: Knows self and expresses confidence**<br>SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. |


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| **8–18 Months**<br><br>Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do. | **SED 1a Self-Awareness: Knows self and expresses confidence**<br>SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. |
| **16–36 Months**<br><br>Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.<br><br>*Indicators – By 36 Months:*<br><br>Recognizes own name.<br><br>Identifies some physical characteristics of self.<br><br>Recognizes some similarities and differences between self and others. | **SED 1a Self-Awareness: Knows self and expresses confidence**<br>SED 1a.4 Identifies characteristics of self.<br><br>**SS 1c Culture & Community: Respects diversity**<br>SS 1c.3 Identifies similarities and differences between self and others. |
| **Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self. (36-60 months)** | |
| **36–48 Months**<br><br>Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult. | **SED 1a Self-Awareness: Knows self and expresses confidence**<br>SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.<br><br>**ATL 1b Attention & Persistence: Persists**<br>ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. |
| **48–60 Months**<br><br>Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting. | **SED 1a Self-Awareness: Knows self and expresses confidence**<br>SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.<br><br>**ATL 1b Attention & Persistence: Persists**<br>ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. |


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| *Indicators – By 60 Months:*<br><br>Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.<br><br>Expresses own ideas or beliefs in group contexts or in interactions with others.<br><br>Uses positive words to describe self, such as kind or hard-worker. | |
| **Goal IT-SE 12. Child shows confidence in own abilities through relationships with others. (0-36 months)** | |
| **Birth–9 Months**<br><br>Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others. | **SED 3a Social relationships: Develops relationships with adults**<br>SED 3a.1 Recognizes, interacts with and responds to primary caregivers. |
| **8–18 Months**<br><br>Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses. | **SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.<br>SED 1b.3 Expresses likes and dislikes. |
| **16–36 Months**<br><br>Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.<br><br>*Indicators – By 36 Months:*<br><br>Show confidence in increasing abilities. | **SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.3 Expresses likes and dislikes.<br><br>**SED 1c Self-Awareness: Completes tasks independently**<br>SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. |


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| Show others what they can do. | |
| **Goal IT-SE 13. Child develops a sense of belonging through relationships with others. (0-36 months)** | |
| **Birth–9 Months**<br><br>Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up. | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.2 Participates in familiar routines and transitions with support. |
| **8–18 Months**<br><br>Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home. | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. |
| **16–36 Months**<br><br>Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.<br><br>*Indicators – By 36 Months:*<br><br>Identifies self as a member of a family.<br><br>Points to or names self and other familiar people, such as in photos or pictures.<br><br>Talks about family members, familiar people, or friends who may not be present. | **SS 1a Culture & Community: Identifies community and family roles.**<br>SS 1a.3 Identifies familiar people and pets.<br>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.<br><br>**SS 4 History & Sense of Time: Develops sense of time**<br>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. |
| **Goal P-SE 11. Child has sense of belonging to family, community, and other groups. (36-60 months)** | |


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| **36–48 Months**<br><br>Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage. | **SS 1a Culture & Community: Identifies community and family roles.**<br>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.<br><br>**SS 1b Culture & Community: Explores and respects cultures and traditions**<br>SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. |
| **48–60 Months**<br><br>Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.<br><br>*Indicators – By 60 Months:*<br><br>Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.<br><br>Relates personal stories about being a part of different groups.<br><br>Identifies similarities and differences about self across familiar environments and settings. | **SS 1a Culture & Community: Identifies community and family roles.**<br>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.<br><br>**SS 1b Culture & Community: Explores and respects cultures and traditions**<br>SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.<br><br>**SS 1c Culture & Community: Respects diversity**<br>SS 1c.3 Identifies similarities and differences between self and others. |
| **Domain III: Language, Communication, and Literacy** | |
| Sub-Domain: Language – Attending and Understanding | |
| **Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. (0-36 months)** | |
| **Birth–9 Months** | **LLD 1a Listening: Understands and interprets language**<br>LLD 1a.1 Turns head toward the person speaking. |


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| Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults. | **LLD 2b Communication: Uses conversational skills**<br>LLD 2b.1 Responds with babbles or sounds with prompting. |
| **8–18 Months**<br><br>Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words, or actions, such as looking at people or objects being referred to in the environment. | **LLD 1a Listening: Understands and interprets language**<br>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. |
| **16–36 Months**<br><br>Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.<br><br>*Indicators – By 36 Months:*<br><br>Shows understanding of some words and phrases used in conversation, such as by responding to simple questions.<br><br>Shows comprehension of simple sentences, such as by listening to and following one-or two-step directions. | **LLD 1a Listening: Understands and interprets language**<br>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.<br><br>**LLD 2b Communication: Uses conversational skills**<br>LLD 2b.3 Responds on topic for one exchange. |
| **Goal P-LC 1. Child attends to communication and language from others. (36-60 months)** | |
| **36–48 Months**<br><br>Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed. | **LLD 1a Listening: Understands and interprets language**<br>LLD 1a.4 Listens, then responds appropriately.<br><br>**LLD 2b Communication: Uses conversational skills**<br>LLD 2b.4 Stays on topic for two to three exchanges. |
| **48–60 Months** | **LLD 1a Listening: Understands and interprets language** |


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| Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.<br><br>*Indicators – By 60 Months:*<br><br>Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.<br><br>Shows ongoing connection to a conversation, group discussion, or presentation. | LLD 1a.5 Listens and understands inferred requests.<br><br>**LLD 2b Communication: Uses conversational skills**<br>LLD 2b.5 Engages in conversations through multiple exchanges. |
| **Goal IT-LC 2. Child learns from communication and language experiences with others. (0-36 months)** | |
| **Birth–9 Months**<br><br>Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects. | **ATL 1a Attention & Persistence: Attends**<br>ATL 1a.1 Focuses for a short time on a person, sound or thing.<br><br>**LLD 1a Listening: Understands and interprets language**<br>LLD 1a.1 Turns head toward the person speaking. |
| **8–18 Months**<br><br>Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects. | **ATL 1a Attention & Persistence: Attends**<br>ATL 1a.2 Attends to what others are looking at or pointing to.<br><br>**LLD 1a Listening: Understands and interprets language**<br>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. |
| **16–36 Months**<br><br>Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories. | **ATL 1a Attention & Persistence: Attends**<br>ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.<br><br>**LLD 1a Listening: Understands and interprets language**<br>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. |


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| *Indicators – By 36 Months:*<br><br>Acts on descriptions provided by others about people, objects, or events.<br><br>Demonstrates interest and understanding when participating in language activities or games. | |
| **Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others. (36-60 months)** | |
| **36–48 Months**<br><br>Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories. | **LLD 1a Listening: Understands and interprets language**<br>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.<br>LLD 1a.4 Listens, then responds appropriately. |
| **48–60 Months**<br><br>Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.<br><br>*Indicators – By 60 Months:*<br><br>Shows an ability to recall (in order) multiple step directions.<br><br>Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/ Why?"<br><br>Shows an understanding of talk related to the past or future.<br><br>Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. | **LLD 1a Listening: Understands and interprets language**<br>LLD 1a.5 Listens and understands inferred requests.<br>LLD 1a.6 Shows understanding of a series of complex statements that explain how or why.<br><br>**LLD 1b Listening: Follows directions**<br>LLD 1b.6 Follows multi-step directions given verbally.<br><br>**LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. |


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| Children who are DLLs may demonstrate more complex communication and language in their home language than in English. | |
| Sub-Domain: Language – Communicating and Speaking | |
| **Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language. (0-36 months)** | |
| **Birth–9 Months**<br><br>Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others. | **LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.1 Uses vocalizations and gestures to communicate.<br><br>**SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.1 Vocalizes or moves to express needs. |
| **8–18 Months**<br><br>Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating. | **LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.1 Uses vocalizations and gestures to communicate.<br>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. |
| **16–36 Months**<br><br>Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as "More milk," "I want juice," "Mas leche," or "Quiero juice." Children who are dual language learners may combine their languages or switch between them.<br><br>*Indicators – By 36 Months:*<br><br>Uses combinations of words and simple sentences or signs in a variety of situations.<br><br>Uses simple sentences, such as three- and four-word sentences, to communicate needs and wants. | **LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.<br><br>**LLD 2c Communication: Uses sentence structure**<br>LLD 2c.2 Communicates using one- to two-word sentences.<br>LLD 2c.3 Communicates using two- to four-word sentences. |


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| **Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation. (36-60 months)** | |
| **36–48 Months**<br><br>Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults. | **LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.<br>LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. |
| **48–60 Months**<br><br>Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.<br><br>*Indicators – By 60 Months:*<br><br>Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.<br><br>Uses language, spoken or sign, to clarify a word or statement when misunderstood.<br><br>Children who are DLLs may switch between their languages. | **LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.<br>LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. |
| **Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. (0-36 months)** | |
| **Birth–9 Months**<br><br>Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction. | **LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.1 Uses vocalizations and gestures to communicate.<br><br>**LLD 2b Communication: Uses conversational skills**<br>LLD 2b.1 Responds with babbles or sounds with prompting. |


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| **8–18 Months**<br><br>Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention. | **LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.1 Uses vocalizations and gestures to communicate.<br>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. |
| **16–36 Months**<br><br>Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.<br><br>*Indicators – By 36 Months:*<br><br>Initiates and responds in conversations with others.<br><br>Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information.<br><br>Engages in simple conversations by expressing own feelings, thoughts, and ideas to others. | **LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.<br><br>**LLD 2b Communication: Uses conversational skills**<br>LLD 2b.3 Responds on topic for one exchange.<br>LLD 2b.4 Stays on topic for two to three exchanges. |
| **Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules. (36-60 months)** | |
| **36–48 Months**<br><br>Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations. | **LLD 2b Communication: Uses conversational skills**<br>LLD 2b.4 Stays on topic for two to three exchanges. |
| **48–60 Months**<br><br>Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, | **LLD 2b Communication: Uses conversational skills**<br>LLD 2b.5 Engages in conversations through multiple exchanges. |


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| such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.<br><br>*Indicators – By 60 Months:*<br><br>Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.<br><br>With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret. | |
| **Goal IT-LC 5. Child uses increasingly complex language in conversation with others. (0-36 months)** | |
| **Birth–9 Months**<br><br>Explores sounds common in many languages, such as "ma-ma" or "ba-ba." | **LLD 2c Communication: Uses sentence structure**<br>LLD 2c.1 Mimics single sounds.<br><br>**LLD 3b Phonological Awareness: Hears large units of sound**<br>LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. |
| **8–18 Months**<br><br>Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now. | **LLD 2c Communication: Uses sentence structure**<br>LLD 2c.1 Mimics single sounds.<br>LLD 2c.2 Communicates using one- to two-word sentences.<br><br>**LLD 2b Communication: Uses conversational skills**<br>LLD 2b.1 Responds with babbles or sounds with prompting. |
| **16–36 Months**<br><br>Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen. | **LLD 2c Communication: Uses sentence structure**<br>LLD 2c.3 Communicates using two- to four-word sentences.<br>LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.<br><br>**LLD 2a Communication: Uses language to express information and ask/answer questions** |


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| *Indicators – By 36 Months:*<br><br>Uses sentences of three or more words in conversation with others.<br><br>Asks and answers simple questions in conversations with others.<br><br>Refers to past or future events in conversation with others. | LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.<br><br>**LLD 2b Communication: Uses conversational skills**<br>LLD 2b.3 Responds on topic for one exchange.<br><br>**SS 4 History & Sense of Time: Develops sense of time**<br>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. |
| **Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways. (36-60 months)** | |
| **36–48 Months**<br><br>Communicates clearly enough to be understood by familiar adults but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic. | **LLD 2c Communication: Uses sentence structure**<br>LLD 2c.4 Communicates in sentences. May not always follow grammatical rules.<br><br>**LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. |
| **48–60 Months**<br><br>Communicates clearly enough to be understood by familiar and unfamiliar adults but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.<br><br>*Indicators – By 60 Months:*<br><br>Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are | **LLD 2c Communication: Uses sentence structure**<br>LLD 2c.5 Communicates in simple, complete sentences.<br>LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.<br><br>**LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. |


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| isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.<br><br>Typically, uses complete sentences of more than five words with complex structures, such as sentences involving sequence and causal relations.<br><br>Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types. | |
| **Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. (0-36 months)** | |
| **Birth–9 Months**<br><br>Takes turns in non-verbal conversations by using facial expressions, sounds, gestures, or signs to initiate or respond to communication. | **LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.1 Uses vocalizations and gestures to communicate.<br><br>**LLD 2b Communication: Uses conversational skills**<br>LLD 2b.1 Responds with babbles or sounds with prompting. |
| **8–18 Months**<br><br>Asks simple questions using gestures, such as pointing, signs or words, with variations in pitch and intonation. | **LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.<br><br>**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**<br>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. |
| **16–36 Months**<br><br>Seeks information and meaning of words by asking questions in words or signs, such as "What's that?" or "Who's that?" or "Why?" | **LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. |


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| *Indicators – By 36 Months:*<br><br>Asks questions in a variety of ways.<br><br>Repeats or re-phrases questions until a response is received. | **LLD 2d Communication: Uses and expands vocabulary**<br>LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.<br><br>**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**<br>SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. |
| Sub-Domain: Language – Vocabulary | |
| **Goal IT-LC 7. Child understands an increasing number of words used in communication with others. (0-36 months)** | |
| **Birth–9 Months**<br><br>Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball. | **LLD 1a Listening: Understands and interprets language**<br>LLD 1a.1 Turns head toward the person speaking.<br>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. |
| **8–18 Months**<br><br>Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs. | **LLD 1a Listening: Understands and interprets language**<br>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.<br><br>**LLD 1b Listening: Follows directions**<br>LLD 1b.2 With prompts and gestures, follows a one-step direction. |
| **16–36 Months**<br><br>Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.<br><br>*Indicators – By 36 Months:* | **LLD 1a Listening: Understands and interprets language**<br>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.<br><br>**M 2b Spatial Awareness: Determines object location**<br>M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. |


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| Shows understanding of the meaning of common words used in daily activities.<br><br>Attends to new words used in conversation with others.<br><br>Understands most positional words, such as on, under, up, or down. | |
| **Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. (36-60 months)** | |
| **36–48 Months**<br><br>Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults. | **LLD 2d Communication: Uses and expands vocabulary**<br>LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.<br>LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. |
| **48–60 Months**<br><br>Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.<br><br>*Indicators – By 60 Months:*<br><br>Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.<br><br>Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.<br><br>With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes. | **LLD 2d Communication: Uses and expands vocabulary**<br>LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.<br>LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. |


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| With support, forms guesses about the meaning of new words from context clues. | |
| **Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others. (0-36 months)** | |
| **Birth–9 Months**<br><br>May use signs or verbalizations for familiar people or objects. | **LLD 2d Communication: Uses and expands vocabulary**<br>LLD 2d.1 Uses sounds and gestures to communicate. |
| **8–18 Months**<br><br>Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink. | **LLD 2d Communication: Uses and expands vocabulary**<br>LLD 2d.2 Repeats words heard frequently in environment.<br><br>**LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. |
| **16–36 Months**<br><br>Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in their languages that is similar in number to other children's vocabulary in one language.<br><br>*Indicators – By 36 Months:*<br><br>Shows understanding of the meaning of common words used in daily activities.<br><br>Attends to new words used in conversation with others.<br><br>Understands most positional words, such as on, under, up, or down. | **LLD 2d Communication: Uses and expands vocabulary**<br>LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.<br><br>**LLD 2a Communication: Uses language to express information and ask/answer questions**<br>LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. |


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| **Goal P-LC 7. Child shows understanding of word categories and relationships among words. (36-60 months)** | |
| **36–48 Months**<br><br>Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color. | **LLD 2d Communication: Uses and expands vocabulary**<br>LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. |
| **48–60 Months**<br><br>Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.<br><br>*Indicators – By 60 Months:*<br><br>Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.<br><br>Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.<br><br>With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes.<br><br>With support, forms guesses about the meaning of new words from context clues. | **LLD 2d Communication: Uses and expands vocabulary**<br>LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.<br>LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. |
| Sub-Domain: Language – Emergent Literacy | |
| **Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. (0-36 months)** | |
| **Birth–9 Months** | **LLD 3a Phonological Awareness: Rhyme** |


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| Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs. | LLD 3a.1 Listens to and moves to rhyming songs. |
| **8–18 Months**<br><br>Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs. | **LLD 3a Phonological Awareness: Rhyme**<br>LLD 3a.2 Repeats the last word in familiar rhymes when prompted.<br><br>**CA 1a Music: Expresses through music**<br>CA 1a.2 Repeats words in familiar songs and attempts to sing. |
| **16–36 Months**<br><br>Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.<br><br>*Indicators – By 36 Months:*<br><br>Repeats simple familiar rhymes or sings favorite songs.<br><br>Retells familiar stories using props. | **LLD 3a Phonological Awareness: Rhyme**<br>LLD 3a.2 Repeats the last word in familiar rhymes when prompted.<br>LLD 3a.3 Suggests a missing rhyming word within a poem or song.<br><br>**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story**<br>LLD 6b.4 Retells portions of a story using pictures, gestures or props.<br><br>**CA 1a Music: Expresses through music**<br>CA 1a.2 Repeats words in familiar songs and attempts to sing. |
| **Goal IT-LC 10. Child handles books and relates them to their stories or information. (0-36 months)** | |
| **Birth–9 Months**<br><br>Explores a book by touching it, patting it, or putting it in mouth. | **LLD 5 Concepts of Print: Uses print concepts and explores books and other text**<br>LLD 5.1 Opens and closes books, looks at them and points to pictures.<br><br>**LLD 6a Reading Comprehension: Responds to text**<br>LLD 6a.1 Interacts by reaching for or patting when a book is read. |
| **8–18 Months**<br><br>Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book. | **LLD 5 Concepts of Print: Uses print concepts and explores books and other text**<br>LLD 5.1 Opens and closes books, looks at them and points to pictures.<br>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. |


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| | **LLD 6a Reading Comprehension: Responds to text**<br>LLD 6a.3 Talks about pictures and ideas in familiar stories. |
| **16–36 Months**<br><br>Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.<br><br>*Indicators – By 36 Months:*<br><br>Asks to have several favorite books read over and over.<br><br>Holds book, turns pages, and pretends to read. | **LLD 5 Concepts of Print: Uses print concepts and explores books and other text**<br>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.<br><br>**LLD 6a Reading Comprehension: Responds to text**<br>LLD 6a.2 Chooses and holds a book and looks intently at each page.<br>LLD 6a.3 Talks about pictures and ideas in familiar stories. |
| **Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words. (0-36 months)** | |
| **Birth–9 Months**<br><br>Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object. | **LLD 5 Concepts of Print: Uses print concepts and explores books and other text**<br>LLD 5.1 Opens and closes books, looks at them and points to pictures.<br><br>**LLD 1a Listening: Understands and interprets language**<br>LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. |
| **8–18 Months**<br><br>Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings. | **LLD 5 Concepts of Print: Uses print concepts and explores books and other text**<br>LLD 5.1 Opens and closes books, looks at them and points to pictures.<br><br>**LLD 2d Communication: Uses and expands vocabulary**<br>LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. |
| **16–36 Months** | **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** |


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| Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.<br><br>*Indicators – By 36 Months:*<br><br>Points to and names some letters or characters in their names.<br><br>Recognizes familiar signs on a building or street.<br><br>Attributes meaning to some symbols, such as a familiar logo or design. | LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.<br><br>**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words**<br>LLD 4.3 Recognizes the first letter and letter sound in their name.<br><br>**M 1b Number Sense: Identifies and writes numerals**<br>M 1b.2 Begins to identify numbers. Identifies the numeral 1. |
| **Goal IT-LC 12. Child comprehends meaning from pictures and stories. (0-36 months)** | |
| **Birth–9 Months**<br><br>Looks at picture books and listens to an adult talk about pictures in a book. | **LLD 6a Reading Comprehension: Responds to text**<br>LLD 6a.1 Interacts by reaching for or patting when a book is read.<br><br>**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story**<br>LLD 6b.1 Looks at and listens to books read aloud by an adult. |
| **8–18 Months**<br><br>Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book. | **LLD 6a Reading Comprehension: Responds to text**<br>LLD 6a.1 Interacts by reaching for or patting when a book is read.<br>LLD 6a.3 Talks about pictures and ideas in familiar stories.<br><br>**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story**<br>LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. |
| **16–36 Months** | **LLD 6a Reading Comprehension: Responds to text**<br>LLD 6a.3 Talks about pictures and ideas in familiar stories. |


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| Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.<br><br>*Indicators – By 36 Months:*<br><br>Uses pictures as a guide to talk about a story that has been read.<br><br>Asks or answers questions about what is happening in a book or story.<br><br>Identifies the feelings of characters in a book or story. | **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story**<br>LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.<br>LLD 6b.4 Retells portions of a story using pictures, gestures or props. |
| **Goal IT-LC 13. Child makes marks and uses them to represent objects or actions. (0-36 months)** | |
| **Birth–9 Months**<br><br>*No examples are provided at this age range in the ND ELS.* | — |
| **8–18 Months**<br><br>Makes marks on a paper with a large crayon or marker to explore writing materials. | **LLD 7a Writing: Emergent writing**<br>LLD 7a.1 With adult support, makes a mark with a writing tool or other material.<br><br>**LLD 7b Writing: Uses writing to represent meaning**<br>LLD 7b.1 Explores various tools used to write. |
| **16–36 Months**<br><br>Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.<br><br>*Indicators – By 36 Months:*<br><br>Draws pictures using scribbles and talks with others about what they have made.<br><br>Draws straight lines or curved lines. | **LLD 7a Writing: Emergent writing**<br>LLD 7a.2 Makes random marks or draws with writing tools.<br>LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.<br><br>**LLD 7b Writing: Uses writing to represent meaning**<br>LLD 7b.3 Scribbles or draws marks as a representation of an object or person.<br><br>**CA 3a Visual Arts: Expresses through 2D and 3D visual art**<br>CA 3a.2 Scribbles, colors or paints intentionally on paper. |


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| Makes letter-like marks or scribbles on paper. | |
| Sub-Domain: Literacy - Phonological Awareness | |
| **Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound. (36-60 months)** | |
| **36–48 Months**<br><br>Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound. | **LLD 3a Phonological Awareness: Rhyme**<br>LLD 3a.3 Suggests a missing rhyming word within a poem or song.<br>LLD 3a.4 Identifies when two words rhyme.<br><br>**LLD 3c Phonological Awareness: Hears small units of sound**<br>LLD 3c.4 Identifies and produces words that have the same beginning sound. |
| **48–60 Months**<br><br>Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.<br><br>*Indicators – By 60 Months:*<br><br>Provides one or more words that rhyme with a single given target, such as "What rhymes with log?"<br><br>Produces the beginning sound in a spoken word, such as "Dog begins with /d/."<br><br>Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?" | **LLD 3a Phonological Awareness: Rhyme**<br>LLD 3a.4 Identifies when two words rhyme.<br>LLD 3a.5 Produces rhyming words when given a word.<br><br>**LLD 3c Phonological Awareness: Hears small units of sound**<br>LLD 3c.4 Identifies and produces words that have the same beginning sound.<br><br>**LLD 3b Phonological Awareness: Hears large units of sound**<br>LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. |


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| Sub-Domain: Literacy – Print and Alphabet Knowledge | |
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| **Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (36-60 months)** | |
| **36–48 Months**<br><br>Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this." | **LLD 5 Concepts of Print: Uses print concepts and explores books and other text**<br>LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. |
| **48–60 Months**<br><br>Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.<br><br>*Indicators – By 60 Months:*<br><br>Understands that print is organized differently for different purposes, such as a note, list, or storybook.<br><br>Understands that written words are made up of a group of individual letters.<br><br>Begins to point to single-syllable words while reading simple, memorized texts.<br><br>Identifies book parts and features, such as the front, back, title, and author. | **LLD 5 Concepts of Print: Uses print concepts and explores books and other text**<br>LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.<br>LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.<br>LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation. |
| **Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. (36-60 months)** | |


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| **36–48 Months**<br><br>Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often. | **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words**<br>LLD 4.2 Participates in letter songs and activities.<br>LLD 4.3 Recognizes the first letter and letter sound in their name. |
| **48–60 Months**<br><br>Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.<br><br>*Indicators – By 60 Months:*<br><br>Names most upper and lower-case letters.<br><br>Knows the sounds associated with several letters. | **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words**<br>LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.<br>LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. |
| Sub-Domain: Literacy – Comprehension and Text Structure | |
| **Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. (36-60 months)** | |
| **36–48 Months**<br><br>With support, may be able to tell one or two key events from a story or may act out a story with pictures or props. | **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story**<br>LLD 6b.4 Retells portions of a story using pictures, gestures or props. |
| **48–60 Months**<br><br>Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first … and then.<br><br>*Indicators – By 60 Months:* | **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story**<br>LLD 6b.3 Identifies the characters and setting in a story.<br>LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.<br>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. |


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| Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.<br><br>Tells fictional or personal stories using a sequence of at least two or three connected events.<br><br>Identifies characters and main events in books and stories. | **SS 4 History & Sense of Time: Develops sense of time**<br>SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”. |
| **Goal P-LIT 5. Child asks and answers questions about a book that was read aloud. (36-60 months)** | |
| **36–48 Months**<br><br>Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next. | **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story**<br>LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.<br><br>**LLD 6a Reading Comprehension: Responds to text**<br>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. |
| **48–60 Months**<br><br>With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.<br><br>*Indicators – By 60 Months:*<br><br>Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt." | **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story**<br>LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.<br>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. |


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| Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.<br><br>Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate. | |
| Sub-Domain: Literacy – Writing | |
| **Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. (36-60 months)** | |
| **36–48 Months**<br><br>Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters. | **LLD 7a Writing: Emergent writing**<br>LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.<br>LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.<br><br>**LLD 7b Writing: Uses writing to represent meaning**<br>LLD 7b.3 Scribbles or draws marks as a representation of an object or person.<br>LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. |
| **48–60 Months**<br><br>Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.<br><br>*Indicators – By 60 Months:*<br><br>Creates a variety of written products that may or may not phonetically relate to intended messages. | **LLD 7a Writing: Emergent writing**<br>LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.<br><br>**LLD 7b Writing: Uses writing to represent meaning**<br>LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.<br>LLD 7b.6 Draws and writes to express ideas or share an opinion. |


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| Shows an interest in copying simple words posted in the classroom.<br><br>Attempts to independently write some words using invented spelling, such as K for kite.<br><br>Writes first name correctly or close to correctly.<br><br>Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right. | |
| **Domain IV: Cognition** | |
| Sub-Domain: Cognition – Exploration and Discovery | |
| **Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. (0-36 months)** | |
| **Birth–9 Months**<br><br>Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.1 Uses senses to explore environment. |
| **8–18 Months**<br><br>Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. |
| **16–36 Months**<br><br>Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.<br><br>*Indicators – By 36 Months:* | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.<br><br>**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** |


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| Learns about characteristics of people and properties and uses of objects through the senses and active exploration.<br><br>Experiments with everyday objects or materials to answer "What?" "Why?" or "How?" questions. | SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.<br><br>**SED 4a Problem-Solving: Solves problems**<br>SED 4a.2 Explores how things work using repeated trial and error to solve a problem. |
| **Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments. (0-36 months)** | |
| **Birth–9 Months**<br><br>Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.<br><br>**ATL 1b Attention & Persistence: Persists**<br>ATL 1b.2 Repeats actions to gain a result. |
| **8–18 Months**<br><br>Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.<br><br>**ATL 1b Attention & Persistence: Persists**<br>ATL 1b.2 Repeats actions to gain a result. |
| **16–36 Months**<br><br>Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.<br><br>*Indicators – By 36 Months:*<br><br>Makes simple predictions about what will happen next, such as in a story or in everyday routines. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.<br><br>**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**<br>SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.<br>SCI 1a.4 When given a question, guesses a possible answer or outcome.<br><br>**SED 4b Problem-Solving: Responsible decision-making** |


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| Anticipates some cause and effects of own actions, such as what happens while running with a cup of water. | SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”. |
| Sub-Domain: Cognition – Memory | |
| **Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. (0-36 months)** | |
| **Birth–9 Months**<br><br>Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people. | **SS 1a Culture & Community: Identifies community and family roles.**<br>SS 1a.1 Responds to and recognizes primary caregivers.<br>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. |
| **8–18 Months**<br><br>Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment. | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.<br><br>**SS 1a Culture & Community: Identifies community and family roles.**<br>SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. |
| **16–36 Months**<br><br>Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.<br><br>*Indicators – By 36 Months:*<br><br>Comments about similarities or differences between new people, objects, or events, and ones that are more familiar.<br><br>Tells others about what will happen next or about changes in usual routines or schedules. | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.<br><br>**SS 1c Culture & Community: Respects diversity**<br>SS 1c.3 Identifies similarities and differences between self and others. |


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| **Goal IT-C 4. Child recognizes the stability of people and objects in the environment. (0-36 months)** | |
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| **Birth–9 Months**<br><br>Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room. | **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**<br>SCI 1a.1 Looks for a person or toy that has moved out of sight.<br><br>**M 1d Number Sense: Number quantities and comparison**<br>M 1d.1 Looks for an object that is taken out of sight. |
| **8–18 Months**<br><br>Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member. | **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**<br>SCI 1a.1 Looks for a person or toy that has moved out of sight.<br><br>**M 1d Number Sense: Number quantities and comparison**<br>M 1d.1 Looks for an object that is taken out of sight. |
| **16–36 Months**<br><br>Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.<br><br>*Indicators – By 36 Months:*<br><br>Notices who is missing from a familiar group, such as family at dinner or children in a playgroup.<br><br>Looks in several different places for a toy that was played with a few days before. | **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**<br>SCI 1a.1 Looks for a person or toy that has moved out of sight.<br><br>**SED 4a Problem-Solving: Solves problems**<br>SED 4a.2 Explores how things work using repeated trial and error to solve a problem.<br><br>**SS 4 History & Sense of Time: Develops sense of time**<br>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. |
| **Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts. (0-36 months)** | |
| **Birth–9 Months** | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.2 Participates in familiar routines and transitions with support. |


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| Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed. | |
| **8–18 Months**<br><br>Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat. | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. |
| **16–36 Months**<br><br>Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.<br><br>*Indicators – By 36 Months:*<br><br>Recalls a similar family event when hearing a story read.<br><br>Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.<br><br>Repeats simple rules about expected behavior, such as "We wash our hands before we eat." | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.<br><br>**SS 4 History & Sense of Time: Develops sense of time**<br>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. |
| Sub-Domain: Cognition – Reasoning and Problem Solving | |
| **Goal IT-C 6. Child learns to use a variety of strategies in solving problems. (0-36 months)** | |
| **Birth–9 Months**<br><br>Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth. | **SED 4a Problem-Solving: Solves problems**<br>SED 4a.1 Uses simple repeated actions or movements to solve a problem.<br><br>**ATL 1b Attention & Persistence: Persists**<br>ATL 1b.2 Repeats actions to gain a result. |


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| **8–18 Months**<br><br>Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out. | **SED 4a Problem-Solving: Solves problems**<br>SED 4a.2 Explores how things work using repeated trial and error to solve a problem.<br><br>**ATL 1b Attention & Persistence: Persists**<br>ATL 1b.2 Repeats actions to gain a result. |
| **16–36 Months**<br><br>Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.<br><br>*Indicators – By 36 Months:*<br><br>Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.<br><br>Tries to solve the same problem in several different ways at different times. | **SED 4a Problem-Solving: Solves problems**<br>SED 4a.2 Explores how things work using repeated trial and error to solve a problem.<br><br>**ATL 1b Attention & Persistence: Persists**<br>ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. |
| **Goal IT-C 7. Child uses reasoning and plans ahead to solve problems. (0-36 months)** | |
| **Birth–9 Months**<br><br>Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move. | **SED 4a Problem-Solving: Solves problems**<br>SED 4a.1 Uses simple repeated actions or movements to solve a problem. |
| **8–18 Months**<br><br>Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working. | **SED 4a Problem-Solving: Solves problems**<br>SED 4a.2 Explores how things work using repeated trial and error to solve a problem. |


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| **16–36 Months**<br><br>Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.<br><br>*Indicators – By 36 Months:*<br><br>Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.<br><br>Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes. | **SED 4a Problem-Solving: Solves problems**<br>SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.<br>SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. |
| Sub-Domain: Cognition – Emergent Mathematical Thinking | |
| **Goal IT-C 8. Child develops sense of number and quantity. (0-36 months)** | |
| **Birth–9 Months**<br><br>Attends to quantity in play with objects, such as reaching or looking for more than one object. | **M 1d Number Sense: Number quantities and comparison**<br>M 1d.1 Looks for an object that is taken out of sight. |
| **8–18 Months**<br><br>Uses a few basic words to refer to change in the number of objects, such as asking for "more" or saying "all gone" when a plate is empty. | **M 1d Number Sense: Number quantities and comparison**<br>M 1d.1 Looks for an object that is taken out of sight.<br>M 1d.2 Recognizes amounts up to two without counting. |
| **16–36 Months**<br><br>Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much, or a lot. | **M 1d Number Sense: Number quantities and comparison**<br>M 1d.2 Recognizes amounts up to two without counting.<br>M 1d.3 Recognizes amounts up to three without counting.<br><br>**M 1a Number Sense: Verbally counts numbers**<br>M 1a.2 Says or sings random numbers, may be out of order. |


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| *Indicators – By 36 Months:*<br><br>Counts small number of objects (two or three), sometimes counting the same object twice or using numbers out of order.<br><br>Identifies "more" or "less" with a small number of items without needing to count them.<br><br>Uses fingers to show how old they are. | **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers**<br>M 1c.3 Points to one object at a time while counting up to five. |
| **Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space. (0-36 months)** | |
| **Birth–9 Months**<br><br>Explores or examines objects and watches objects when they move. | **M 2a Spatial Awareness: Understands how objects move in space.**<br>M 2a.1 Tries to put one object inside another. |
| **8–18 Months**<br><br>Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table. | **M 2a Spatial Awareness: Understands how objects move in space.**<br>M 2a.1 Tries to put one object inside another.<br>M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.<br><br>**SCI 3a Physical Science: Explores forces and motion**<br>SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. |
| **16–36 Months**<br><br>Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.<br><br>*Indicators – By 36 Months:*<br><br>Does puzzles with interlocking pieces, different colors, and shapes. | **M 2a Spatial Awareness: Understands how objects move in space.**<br>M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.<br>M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting.<br><br>**M 4a Measurement: Measures and estimates**<br>M 4a.2 Explores size and weight of objects in relation to self. |


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| Understands some effects of size or weight when picking up or moving objects. | **SCI 3a Physical Science: Explores forces and motion**<br>SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. |
| **Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics. (0-36 months)** | |
| **Birth–9 Months**<br><br>Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy. | **M 6 Classification: Sorts and graphs**<br>M 6.1 Notices when two objects are similar in some way. |
| **8–18 Months**<br><br>Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll. | **M 6 Classification: Sorts and graphs**<br>M 6.1 Notices when two objects are similar in some way.<br>M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. |
| **16–36 Months**<br><br>Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.<br><br>*Indicators – By 36 Months:*<br><br>Sorts toys or other objects by color, shape, or size.<br><br>Orders some objects by size.<br><br>Identifies characteristics of people, such as "Mom has black hair like me." | **M 6 Classification: Sorts and graphs**<br>M 6.3 Sorts objects by one feature.<br><br>**M 4b Measurement: Compares and orders**<br>M 4b.3 Compares and orders two to three objects. Identifies the first object.<br><br>**SS 1c Culture & Community: Respects diversity**<br>SS 1c.3 Identifies similarities and differences between self and others. |


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| Sub-Domain: Cognition - Imitation and Symbolic Representation and Play | |
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| **Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions and behaviors. (0-36 months)** | |
| **Birth–9 Months**<br><br>Engages in reciprocal imitation games, such as patting on a table or handling an object back and forth. | **CA 4a Drama: Participates in dramatic and symbolic play**<br>CA 4a.1 Imitates simple movements and facial expressions.<br><br>**SED 3c Social relationships: Participates cooperatively in groups**<br>SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. |
| **8–18 Months**<br><br>Imitates what other people did earlier, such as wiping up a spill or closing a door. | **CA 4a Drama: Participates in dramatic and symbolic play**<br>CA 4a.2 Mimics observed behaviors and words.<br><br>**SED 3c Social relationships: Participates cooperatively in groups**<br>SED 3c.2 Mimics actions of others. |
| **16–36 Months**<br><br>Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.<br><br>*Indicators – By 36 Months:*<br><br>Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.<br><br>Imitates someone else's conversation, such as in pretend play or on a toy phone. | **CA 4a Drama: Participates in dramatic and symbolic play**<br>CA 4a.2 Mimics observed behaviors and words.<br>CA 4a.3 Uses words, actions and props to pretend.<br><br>**SED 3c Social relationships: Participates cooperatively in groups**<br>SED 3c.2 Mimics actions of others. |
| **Goal IT-C 12. Child uses objects or symbols to represent something else. (0-36 months)** | |
| **Birth–9 Months** | — |


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| *No examples are provided at this age range in the ND ELS.* | |
| **8–18 Months**<br><br>Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone. | **CA 4b Drama: Uses and creates props to represent other objects or ideas**<br>CA 4b.2 Mimics the use of familiar objects.<br>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. |
| **16–36 Months**<br><br>Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.<br><br>*Indicators – By 36 Months:*<br><br>Uses familiar objects to represent something else.<br><br>Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.<br><br>Understand that some symbols have meaning, such as a sign or a drawing. | **CA 4b Drama: Uses and creates props to represent other objects or ideas**<br>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.<br>CA 4b.4 Uses an object as a replacement for a realistic prop or real object. |
| **Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences. (0-36 months)** | |
| **Birth–9 Months**<br><br>*No examples are provided at this age range in the ND ELS.* | — |
| **8–18 Months**<br><br>Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy. | **CA 4a Drama: Participates in dramatic and symbolic play**<br>CA 4a.2 Mimics observed behaviors and words.<br>CA 4a.3 Uses words, actions and props to pretend. |


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| **16–36 Months**<br><br>Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.<br><br>*Indicators – By 36 Months:*<br><br>Seeks to involve others in pretend or make-believe play.<br><br>Looks for props to use when telling or making up a story.<br><br>Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations. | **CA 4a Drama: Participates in dramatic and symbolic play**<br>CA 4a.3 Uses words, actions and props to pretend.<br>CA 4a.4 Plays a role in group dramatic play.<br><br>**CA 4b Drama: Uses and creates props to represent other objects or ideas**<br>CA 4b.4 Uses an object as a replacement for a realistic prop or real object. |
| Sub-Domain: Mathematics Development – Counting and Cardinality | |
| **Goal P-MATH 1. Child knows number names and the count sequence. (36-60 months)** | |
| **36–48 Months**<br><br>Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as "one," "two," "three" versus "one two three". | **M 1a Number Sense: Verbally counts numbers**<br>M 1a.3 Verbally counts to five.<br>M 1a.4 Verbally counts to ten. |
| **48–60 Months**<br><br>Says or signs more number words in sequence.<br><br>*Indicators – By 60 Months:*<br><br>Counts verbally or signs to at least 20 by ones. | **M 1a Number Sense: Verbally counts numbers**<br>M 1a.4 Verbally counts to ten.<br>M 1a.5 Verbally counts to twenty. |
| **Goal P-MATH 2. Child recognizes the number of objects in a small set. (36-60 months)** | |


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| **36–48 Months**<br><br>Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing"). | **M 1d Number Sense: Number quantities and comparison**<br>M 1d.3 Recognizes amounts up to three without counting.<br>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. |
| **48–60 Months**<br><br>Quickly recognizes the number of objects in a small set (referred to as "subitizing").<br><br>*Indicators – By 60 Months:*<br><br>Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number. | **M 1d Number Sense: Number quantities and comparison**<br>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. |
| **Goal P-MATH 3. Child understands the relationship between numbers and quantities. (36-60 months)** | |
| **36–48 Months**<br><br>Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality"). | **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers**<br>M 1c.3 Points to one object at a time while counting up to five.<br>M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. |
| **48–60 Months**<br><br>Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).<br><br>*Indicators – By 60 Months:* | **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers**<br>M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.<br>M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted. |


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| When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.<br><br>Counts and answers "How many?" questions for approximately 10 objects.<br><br>Accurately counts as many as five objects in a scattered configuration.<br><br>Understands that each successive number name refers to a quantity that is one larger.<br><br>Understands that the last number said represents the number of objects in a set. | |
| **Goal P-MATH 4. Child compares numbers. (36-60 months)** | |
| **36–48 Months**<br><br>Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of two blocks and a pile of four and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence. | **M 1d Number Sense: Number quantities and comparison**<br>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.<br><br>**M 4b Measurement: Compares and orders**<br>M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third. |
| **48–60 Months**<br><br>Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.<br><br>*Indicators – By 60 Months:* | **M 1d Number Sense: Number quantities and comparison**<br>M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.<br><br>**M 4b Measurement: Compares and orders**<br>M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth. |


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| Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.<br><br>Identifies and uses numbers related to order or position from first to tenth. | |
| **Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers. (36-60 months)** | |
| **36–48 Months**<br><br>Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers. | **M 1b Number Sense: Identifies and writes numerals**<br>M 1b.3 Identifies numerals up to five.<br>M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. |
| **48–60 Months**<br><br>Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.<br><br>*Indicators – By 60 Months:*<br><br>Associates a number of objects with a written numeral 0–5.<br><br>Recognizes and, with support, writes some numerals up to 10. | **M 1b Number Sense: Identifies and writes numerals**<br>M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.<br>M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten. |
| Sub-Domain: Mathematics Development – Operations and Algebraic Thinking | |
| **Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from. (36-60 months)** | |
| **36–48 Months** | **M 1e Number Sense: Addition and subtraction**<br>M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. |


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| Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!" | M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. |
| **48–60 Months**<br><br>Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.<br><br>*Indicators – By 60 Months:*<br><br>Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.<br><br>Solves addition and subtraction word problems. Adds and subtracts up to five to or from a given number.<br><br>With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three…" and then counts on "Four, five!" (keeping track with fingers).<br><br>When counting back for subtraction such as taking away three from five, counts, "Five, four, three…two!" (keeping track with fingers). | **M 1e Number Sense: Addition and subtraction**<br>M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five.<br>M 1e.6 Adds and subtracts by counting on or counting up to for totals up to ten. |
| **Goal P-MATH 7. Child understands simple patterns. (36-60 months)** | |
| **36–48 Months**<br><br>Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ___, girl. Duplicates and extends ABABAB patterns. | **M 5 Patterns: Copies, creates and extends patterns**<br>M 5.3 Fills in the missing piece of an AB pattern.<br>M 5.4 Copies, creates and extends AB patterns. |


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| **48–60 Months**<br><br>Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.<br><br>*Indicators – By 60 Months:*<br><br>Fills in missing elements of simple patterns.<br><br>Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.<br><br>Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks. | **M 5 Patterns: Copies, creates and extends patterns**<br>M 5.3 Fills in the missing piece of an AB pattern.<br>M 5.4 Copies, creates and extends AB patterns. |
| Sub-Domain: Mathematics Development – Measurement | |
| **Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (36-60 months)** | |
| **36–48 Months**<br><br>With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child. | **M 4a Measurement: Measures and estimates**<br>M 4a.3 Determines which object is bigger when given two to three objects. |
| **48–60 Months**<br><br>With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less. | **M 4a Measurement: Measures and estimates**<br>M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. |


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| *Indicators – By 60 Months:*<br><br>Measures using the same unit, such as putting together snap cubes to see how tall a book is.<br><br>Compares or orders up to five objects based on their measurable attributes, such as height or weight.<br><br>Uses comparative language, such as shortest, heavier, or biggest. | 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.<br><br>**M 4b Measurement: Compares and orders**<br>M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third. |
| Sub-Domain: Mathematics Development – Geometry and Spatial Sense | |
| **Goal P-MATH 9. Child identifies, describes, compares, and composes shapes. (36-60 months)** | |
| **36–48 Months**<br><br>Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations. | **M 3 Shapes: Identifies shapes and their characteristics**<br>M 3.3 Identifies one to three two-dimensional shapes. |
| **48–60 Months**<br><br>Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.<br><br>*Indicators – By 60 Months:*<br><br>Names and describes shapes in terms of length of sides, number of sides, and number of angles.<br><br>Correctly names basic shapes regardless of size and orientation. | **M 3 Shapes: Identifies shapes and their characteristics**<br>M 3.4 Identifies four to six two-dimensional shapes.<br>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.<br>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. |


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| Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.<br><br>Creates and builds shapes from components. | |
| **Goal P-MATH 10. Child explores the positions of objects in space. (36-60 months)** | |
| **36–48 Months**<br><br>Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky." | **M 2b Spatial Awareness: Determines object location**<br>M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.<br>M 2b.3 Finds or places objects next to, between, in front of or behind self. |
| **48–60 Months**<br><br>Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."<br><br>*Indicators – By 60 Months:*<br><br>Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.<br><br>Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward." | **M 2b Spatial Awareness: Determines object location**<br>M 2b.3 Finds or places objects next to, between, in front of or behind self.<br>M 2b.5 Explains the location of an object in relation to another object. |
| Sub-Domain: Scientific Reasoning - Scientific Inquiry | |
| **Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). (36-60 months)** | |
| **36–48 Months** | **SCI 1b Investigation & Inquiry: Observes, describes and records** |


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| Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture. | SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.<br>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. |
| **48–60 Months**<br><br>Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.<br><br>*Indicators – By 60 Months:*<br><br>Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.<br><br>Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.<br><br>Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.<br><br>Represents observable phenomena with pictures, diagrams, and 3-D models. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.<br>SCI 1b.5 Observes, describes and records a scientific phenomenon. |
| **Goal P-SCI 2. Child engages in scientific talk. (36-60 months)** | |
| **36–48 Months**<br><br>Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults. | **LLD 2d Communication: Uses and expands vocabulary**<br>LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.<br>LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. |
| **48–60 Months** | **LLD 2d Communication: Uses and expands vocabulary** |


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| Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.<br><br>*Indicators – By 60 Months:*<br><br>Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.<br><br>Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object. | LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.<br>LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. |
| **Goal P-SCI 3. Child compares and categorizes observable phenomena. (36-60 months)** | |
| **36–48 Months**<br><br>Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops. | **M 6 Classification: Sorts and graphs**<br>M 6.3 Sorts objects by one feature.<br><br>**M 4a Measurement: Measures and estimates**<br>M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. |
| **48–60 Months**<br><br>With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.<br><br>*Indicators – By 60 Months:*<br><br>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound. | **M 6 Classification: Sorts and graphs**<br>M 6.4 After sorting objects by one feature, sorts again by a different feature.<br>M 6.5 Sorts objects by more than one feature and explains why.<br><br>**M 4a Measurement: Measures and estimates**<br>M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. |


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| Uses measurement tools, such as a ruler, balance scale, eyedropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena. | |
| Sub-Domain: Scientific Reasoning - Reasoning and Problem Solving | |
| **Goal P-SCI 4. Child asks a question, gathers information, and makes predictions. (36-60 months)** | |
| **36–48 Months**<br><br>Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball." | **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**<br>SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.<br>SCI 1a.4 When given a question, guesses a possible answer or outcome. |
| **48–60 Months**<br><br>Asks more complex questions. Uses other sources besides familiar adults to gather information, such as books or other experts (community workers). Uses background knowledge and experiences to make predictions.<br><br>*Indicators – By 60 Months:*<br><br>Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?"<br><br>Gathers information about a question by looking at books or discussing prior knowledge and observations.<br><br>Makes predictions and brainstorms solutions based on background knowledge and experiences, such as "I think that plants need water to grow," or "I think adding yellow paint to purple will make brown." | **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**<br>SCI 1a.4 When given a question, guesses a possible answer or outcome.<br>SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. |


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| **Goal P-SCI 5. Child plans and conducts investigations and experiments. (36-60 months)** | |
| **36–48 Months**<br><br>With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.<br>SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. |
| **48–60 Months**<br><br>With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.<br><br>*Indicators – By 60 Months:*<br><br>Articulates steps to be taken and lists materials needed for an investigation or experiment.<br><br>Implements steps and uses materials to explore testable questions, such as "Do plants need water to grow?" by planting seeds and giving water to some but not to others.<br><br>Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.5 Observes, describes and records a scientific phenomenon.<br>SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. |
| **Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results. (36-60 months)** | |
| **36–48 Months** | **SCI 1b Investigation & Inquiry: Observes, describes and records** |


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| With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!" | SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.<br>SCI 1b.5 Observes, describes and records a scientific phenomenon. |
| **48–60 Months**<br><br>With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.<br><br>*Indicators – By 60 Months:*<br><br>Analyzes and interprets data and summarizes results of investigation.<br><br>Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.<br><br>With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.<br><br>Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.5 Observes, describes and records a scientific phenomenon.<br>SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. |
| **Domain V: Social Studies** | |


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| Sub-Domain: Concepts of Time | |
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| **Goal P-SS 1. Child demonstrates a basic understanding of past, present, and future and how things, people, and places change over time. (36-60 months)** | |
| **36–48 Months**<br><br>Children may describe how they have grown over time. Demonstrate a simple sequence in time. | **SS 4 History & Sense of Time: Develops sense of time**<br>SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”.<br>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. |
| **48–60 Months**<br><br>Able to look outside themselves and identify changes over time. Demonstrates a more complex sequence in time.<br><br>*Indicators – By 60 Months:*<br><br>Uses "ed" on verbs to include past tense (e.g., walked, cooked).<br><br>Responds appropriately to terms related to time (e.g. before, after, now, soon, later, first/last, yesterday/today/tomorrow, morning/night, in a few minutes).<br><br>Anticipates recurring activities. | **SS 4 History & Sense of Time: Develops sense of time**<br>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.<br>SS 4.5 Uses language of time to describe familiar sequences of events.<br><br>**SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. |
| Sub-Domain: Citizenship | |
| **Goal P-SS 4. Child demonstrates and exhibits an awareness of rules and routines in the classroom, community, and family life. (36-60 months)** | |
| **36–48 Months** | **SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. |


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| Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult. | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. |
| **48–60 Months**<br><br>Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.<br><br>*Indicators – By 60 Months:*<br><br>Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.<br><br>Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.<br><br>Responds to signals when transitioning from one activity to another. | **SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.<br><br>**SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. |
| **Goal P-SS 3. Child shares responsibility for caring for their environment. (36-60 months)** | |
| **36–48 Months**<br><br>Handles classroom materials, such as putting them where they belong, with adult support. | **SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.<br><br>**SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. |
| **48–60 Months** | **SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. |


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| Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.<br><br>*Indicators – By 60 Months:*<br><br>Appropriately handles materials during activities.<br><br>Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin. | **SED 2b Self-Regulation: Follows routines and transitions**<br>SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. |
| **Goal P-SS 5. Child begins to understand various group decision-making processes. (36-60 months)** | |
| **36–48 Months**<br><br>Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults. | **SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.<br><br>**SED 3c Social relationships: Participates cooperatively in groups**<br>SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. |
| **48–60 Months**<br><br>Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.<br><br>*Indicators – By 60 Months:*<br><br>Engages in and maintains positive interactions with other children. | **SS 2a Civics & Economics: Follows rules, limits and expectations**<br>SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.<br>SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.<br><br>**SED 3c Social relationships: Participates cooperatively in groups**<br>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. |


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| Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.<br><br>Takes turns in conversations and interactions with other children.<br><br>Develops friendships with one or two preferred other children. | |
| Sub-Domain: Identity and Culture | |
| **Goal P-SS 6. Child understands relationships and roles within families, homes, and classroom, and demonstrate awareness of differences among families. (36-60 months)** | |
| **36–48 Months**<br><br>Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage. | **SS 1a Culture & Community: Identifies community and family roles.**<br>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.<br><br>**SS 1b Culture & Community: Explores and respects cultures and traditions**<br>SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. |
| **48–60 Months**<br><br>Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.<br><br>*Indicators – By 60 Months:*<br><br>Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool. | **SS 1a Culture & Community: Identifies community and family roles.**<br>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.<br>SS 1a.5 Identifies roles of self and others and describes the job each may do.<br><br>**SS 1b Culture & Community: Explores and respects cultures and traditions**<br>SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. |


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| Relates personal stories about being a part of different groups.<br><br>Identifies similarities and differences about self across familiar environments and settings. | **SS 1c Culture & Community: Respects diversity**<br>SS 1c.3 Identifies similarities and differences between self and others. |
| **Goal P-SS 7. Demonstrate awareness of differences among families and communities to which they belong. (36-60 months)** | |
| **36–48 Months**<br><br>Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage. | **SS 1c Culture & Community: Respects diversity**<br>SS 1c.3 Identifies similarities and differences between self and others.<br><br>**SS 1b Culture & Community: Explores and respects cultures and traditions**<br>SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. |
| **48–60 Months**<br><br>Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.<br><br>*Indicators – By 60 Months:*<br><br>Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.<br><br>Relates personal stories about being a part of different groups.<br><br>Identifies similarities and differences about self across familiar environments and settings. | **SS 1c Culture & Community: Respects diversity**<br>SS 1c.3 Identifies similarities and differences between self and others.<br><br>**SS 1b Culture & Community: Explores and respects cultures and traditions**<br>SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. |
| **Domain VI: Creative Arts** | |
| Sub-Domain: Music | |


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| **Goal P-CA 1. Child sings and plays simple musical instruments. (36-60 months)** | |
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| **36–48 Months**<br><br>Repeats sound and rhythm patterns. Sings simple songs. | **CA 1a Music: Expresses through music**<br>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.<br><br>**CA 1b Music: Develops rhythm**<br>CA 1b.5 Repeats simple rhythm patterns.<br><br>**CA 1c Music: Develops tone**<br>CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. |
| **48–60 Months**<br><br>Creates own songs and movements, includes musical instruments. Vocalizes and uses instruments in more complex music/ songs.<br><br>*Indicators – By 60 Months:*<br><br>Experiments with musical instruments.<br><br>Responds to rhythmic patterns and elements of music using expressive movement.<br><br>Improvises movement and sound responses to music.<br><br>Explores using a singing voice.<br><br>Demonstrates beat awareness. | **CA 1a Music: Expresses through music**<br>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.<br>CA 1a.6 Communicates ideas by creating rhythm or melody.<br><br>**CA 1b Music: Develops rhythm**<br>CA 1b.6 Creates simple rhythm patterns.<br><br>**CA 1c Music: Develops tone**<br>CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. |
| **Goal P-CA 2. Child listens to music with attention. (36-60 months)** | |
| **36–48 Months** | **CA 1b Music: Develops rhythm**<br>CA 1b.5 Repeats simple rhythm patterns. |


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| Repeats song patterns and rhythmic movements to music. | **CA 1c Music: Develops tone**<br>CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.<br><br>**CA 2b Dance & Movement: Develops movement techniques**<br>CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. |
| **48–60 Months**<br><br>Participates in more complex songs and involves physical movement - finger plays, chants, etc.<br><br>*Indicators – By 60 Months:*<br><br>Participates in music activities, such as listening, singing, or performing.<br><br>Describes and responds to musical elements.<br><br>Recognizes a wide variety of sounds and sound sources.<br><br>Expresses feeling responses to music.<br><br>Recognizes music in daily life.<br><br>Explores musical opposites (long/slow, fast/slow, loud/soft). | **CA 1b Music: Develops rhythm**<br>CA 1b.5 Repeats simple rhythm patterns.<br><br>**CA 1c Music: Develops tone**<br>CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.<br><br>**CA 2b Dance & Movement: Develops movement techniques**<br>CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. |
| Sub-Domain: Dance and Movement | |
| **Goal P-CA 3. Child coordinates movements in response to beat or rhythm. (36-60 months)** | |
| **36–48 Months** | **CA 2a Dance & Movement: Expresses through dance**<br>CA 2a.3 Moves in own way to music and rhythm. |


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| Moves one body part in response to a simple rhythm pattern. Demonstrates the difference between still and moving. Moves over, under and around objects. Follows and tracks various types of music through movement, facial expressions, and voice. Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.). | **CA 2b Dance & Movement: Develops movement techniques**<br>CA 2b.3 Follows the movements of others. Explores personal space and direction.<br>CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.<br><br>**CA 1b Music: Develops rhythm**<br>CA 1b.5 Repeats simple rhythm patterns. |
| **48–60 Months**<br><br>Dances to music with varying tempos. Creates simple rhythm patterns and is able to repeat them. Moves through combinations of pathways, straight, zigzag, diagonal, curve. Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close). Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.<br><br>*Indicators – By 60 Months:*<br><br>Expresses what is felt and heard in various musical tempos and styles.<br><br>Moves to different patterns of beat and rhythm in music.<br><br>Uses creative movement to express concepts, ideas, or feelings.<br><br>Demonstrates simple phrases of movement in time and space.<br><br>Attentively observes a dance performance.<br><br>Recognizes dances from around the world. | **CA 2a Dance & Movement: Expresses through dance**<br>CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.<br>CA 2a.6 Expresses ideas, feelings and stories through creative movement.<br><br>**CA 2b Dance & Movement: Develops movement techniques**<br>CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.<br>CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group.<br><br>**CA 1b Music: Develops rhythm**<br>CA 1b.6 Creates simple rhythm patterns. |
| Sub-Domain: Visual Arts | |


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| **Goal P-CA 4. Child creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes and share about them. (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition) (36-60 months)** | |
| **36–48 Months**<br><br>Mixes two basic shapes - abstract rather than representational. Uses beginning process in their art creations. Distinguish between pictures and real objects. | **CA 3a Visual Arts: Expresses through 2D and 3D visual art**<br>CA 3a.4 Makes choices throughout the artistic process.<br><br>**CA 3b Visual Arts: Develops visual art techniques**<br>CA 3b.3 Uses materials to create shapes or symbols. |
| **48–60 Months**<br><br>Recognizes and describes various art forms - sculpture, painting, printing. Drawings suggest real life. Drawings becoming better defined, more detail. Uses both 2-dimensional and 3-dimensional processes to create art that represents various objects like people, places and things. Begins to share about their own creations.<br><br>*Indicators – By 60 Months:*<br><br>Uses different materials and techniques to make art creations.<br><br>Discusses one's own artistic creations and those of others.<br><br>Knows that works of art can represent people, places, and things.<br><br>Identifies art in daily life.<br><br>Understands that artists have an important role in communities. | **CA 3a Visual Arts: Expresses through 2D and 3D visual art**<br>CA 3a.6 Creates art to represent an idea or object. Explains how it was made.<br><br>**CA 3b Visual Arts: Develops visual art techniques**<br>CA 3b.5 Uses artistic tools and media to create intentional designs or images.<br>CA 3b.6 Demonstrates a variety of techniques using a given tool or medium. |
| Sub-Domain: Dramatic Play | |


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| **Goal P-CA 5. Child incorporates a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, and make-up) into dramatic play while using a collection of processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize). (36-60 months)** | |
| **36–48 Months**<br><br>Follows simple instructions to recreate story and dramatic movement. Uses costumes to disguise self and become a character in everyday environment. | **CA 4a Drama: Participates in dramatic and symbolic play**<br>CA 4a.4 Plays a role in group dramatic play.<br><br>**CA 4b Drama: Uses and creates props to represent other objects or ideas**<br>CA 4b.4 Uses an object as a replacement for a realistic prop or real object. |
| **48–60 Months**<br><br>Dictates a story. Repeats dialogue and movement to tell a story. Creates roles for self and others in dramatic play situations using body and dialogue. Uses costumes to create character with dialogue. Creates and executes complicated plot with conflict and resolution verbally and physically. Uses props/objects in creative way.<br><br>*Indicators – By 60 Months:*<br><br>Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.<br><br>Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.<br><br>Responds to stories and plays.<br><br>Identifies/describes characters. | **CA 4a Drama: Participates in dramatic and symbolic play**<br>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.<br><br>**CA 4b Drama: Uses and creates props to represent other objects or ideas**<br>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.<br>CA 4b.6 Uses a combination of real and imaginary props or characters to play out multiple scenes or events. |
| **Domain VII: Perceptual, Motor, and Physical Development** | |


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| Sub-Domain: Perception | |
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| **Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions. (0-36 months)** | |
| **Birth–9 Months**<br><br>Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.1 Uses senses to explore environment.<br><br>**SCI 3b Physical Science: Explores the physical properties of materials**<br>SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. |
| **8–18 Months**<br><br>Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.<br><br>**M 6 Classification: Sorts and graphs**<br>M 6.1 Notices when two objects are similar in some way. |
| **16–36 Months**<br><br>Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.<br><br>*Indicators – By 36 Months:*<br><br>Combines information gained through the senses to understand objects, experiences, and interactions.<br><br>Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something. | **SCI 1b Investigation & Inquiry: Observes, describes and records**<br>SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. |


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| Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person. | |
| **Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions. (0-36 months)** | |
| **Birth–9 Months**<br><br>Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment. | **PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**<br>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. |
| **8–18 Months**<br><br>Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way. | **PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**<br>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.<br><br>**SS 3b Geography: Interacts with maps**<br>SS 3b.2 Finds ways to move around obstacles in a familiar environment. |
| **16–36 Months**<br><br>Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.<br><br>*Indicators – By 36 Months:*<br><br>Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.<br><br>Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties. | **PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**<br>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. |
| Sub-Domain: Gross Motor | |


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| **Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. (0-36 months)** | |
| **Birth–9 Months**<br><br>Explores new body positions and movements, such as rolling over, sitting, crawling, hitting, or kicking at objects to achieve goals. | **PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**<br>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. |
| **8–18 Months**<br><br>Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces. | **PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**<br>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.<br>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. |
| **16–36 Months**<br><br>Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.<br><br>*Indicators – By 36 Months:*<br><br>Coordinates movements and actions for a purpose.<br><br>Walks and runs, adjusting speed or direction depending on the situation. | **PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**<br>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.<br>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. |
| **Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. (36-60 months)** | |
| **36–48 Months**<br><br>Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods. | **PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**<br>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.<br>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. |


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| **48–60 Months**<br><br>Balances, such as on one leg, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.<br><br>*Indicators – By 60 Months:*<br><br>Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.<br><br>Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.<br><br>Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag. | **PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**<br>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.<br>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. |
| **Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. (0-36 months)** | |
| **Birth–9 Months**<br><br>Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects. | **PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**<br>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. |
| **8–18 Months**<br><br>Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces. | **PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**<br>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.<br>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. |


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| **16–36 Months**<br><br>Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.<br><br>*Indicators – By 36 Months:*<br><br>Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.<br><br>Experiments with different ways of moving the body, such as dancing around the room. | **PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**<br>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.<br>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. |
| **Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment. (0-36 months)** | |
| **Birth–9 Months**<br><br>Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up. | **PD 3 Safety: Demonstrates safe practices**<br>PD 3.1 Reacts to unexpected noises, lights or sights. |
| **8–18 Months**<br><br>Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs. | **PD 3 Safety: Demonstrates safe practices**<br>PD 3.2 Responds to possible dangers in environment and avoids them when prompted. |
| **16–36 Months**<br><br>Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture. | **M 4a Measurement: Measures and estimates**<br>M 4a.2 Explores size and weight of objects in relation to self.<br><br>**M 2a Spatial Awareness: Understands how objects move in space.** |


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| *Indicators – By 36 Months:*<br><br>Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book.<br><br>Adjusts position of body to fit through or into small spaces. | M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. |
| **Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. (36-60 months)** | |
| **36–48 Months**<br><br>Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people. | **M 2b Spatial Awareness: Determines object location**<br>M 2b.3 Finds or places objects next to, between, in front of or behind self. |
| **48–60 Months**<br><br>Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.<br><br>*Indicators – By 60 Months:*<br><br>Demonstrates awareness of own body and other people's space during interactions.<br><br>Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.<br><br>When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.<br><br>Changes directions when moving with little difficulty. | **M 2b Spatial Awareness: Determines object location**<br>M 2b.3 Finds or places objects next to, between, in front of or behind self.<br>M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.<br><br>**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles**<br>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.<br>PD 1.6 Changes direction and speed of movement. |


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| Sub-Domain: Fine Motor | |
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| **Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions. (0-36 months)** | |
| **Birth–9 Months**<br><br>Coordinates hands and eyes when reaching for and holding stable or moving objects. | **PD 2 Fine Motor: Builds strength and coordination of small movements**<br>PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. |
| **8–18 Months**<br><br>Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings, or blocks, or picking up pieces of food one by one. | **PD 2 Fine Motor: Builds strength and coordination of small movements**<br>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.<br>PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. |
| **16–36 Months**<br><br>Uses hand-eye coordination when participating in routines, play, and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.<br><br>*Indicators – By 36 Months:*<br><br>Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.<br><br>Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page. | **PD 2 Fine Motor: Builds strength and coordination of small movements**<br>PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.<br>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. |
| **Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles. (36-60 months)** | |
| **36–48 Months** | **PD 2 Fine Motor: Builds strength and coordination of small movements** |


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| Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks. | PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. |
| **48–60 Months**<br><br>Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.<br><br>*Indicators – By 60 Months:*<br><br>Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.<br><br>Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.<br><br>Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning. | **PD 2 Fine Motor: Builds strength and coordination of small movements**<br>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.<br>PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. |
| **Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines. (0-36 months)** | |
| **Birth–9 Months**<br><br>Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object. | **PD 2 Fine Motor: Builds strength and coordination of small movements**<br>PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object.<br>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. |
| **8–18 Months**<br><br>Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, | **PD 2 Fine Motor: Builds strength and coordination of small movements**<br>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. |


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| pointing to learn their names, turning knobs on objects, or turning pages in a board book. | PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. |
| **16–36 Months**<br><br>Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.<br><br>*Indicators – By 36 Months:*<br><br>Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.<br><br>Coordinates use of both hands to put things together, such as connecting blocks or linking toys. | **PD 2 Fine Motor: Builds strength and coordination of small movements**<br>PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.<br>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. |
| **Goal IT-PMP 8. Child adjusts reach and grasp to use tools. (0-36 months)** | |
| **Birth–9 Months**<br><br>Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together. | **PD 2 Fine Motor: Builds strength and coordination of small movements**<br>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. |
| **8–18 Months**<br><br>Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer. | **PD 2 Fine Motor: Builds strength and coordination of small movements**<br>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.<br><br>**SCI 4 Technology: Uses tools and technology to perform tasks**<br>SCI 4.2 Begins to use simple toys purposefully. |
| **16–36 Months** | **PD 2 Fine Motor: Builds strength and coordination of small movements** |


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| Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.<br><br>*Indicators – By 36 Months:*<br><br>Adjusts grasp with ease to new tools and materials.<br><br>Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads.<br><br>Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand. | PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.<br><br>**SCI 4 Technology: Uses tools and technology to perform tasks**<br>SCI 4.4 Explores simple tools or interacts with simple types of technology. |
| Sub-Domain: Health, Safety, and Nutrition | |
| **Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (0-36 months)** | |
| **Birth–9 Months**<br><br>*No examples are provided at this age range in the ND ELS.* | — |
| **8–18 Months**<br><br>Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults. | **PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing**<br>PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.<br>PD 4a.3 With help, participates in self-care routines. |
| **16–36 Months**<br><br>Combines objects or materials in new and unexpected ways. Shows delight in creating something new. Participates in health care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup. | **PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing**<br>PD 4a.3 With help, participates in self-care routines.<br>PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. |


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| *Indicators – By 36 Months:*<br><br>Shows increasing independence in self-care routines with guidance from adults.<br><br>Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat. | |
| **Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills. (36-60 months)** | |
| **36–48 Months**<br><br>Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision. | **PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing**<br>PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.<br>PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. |
| **48–60 Months**<br><br>Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.<br><br>*Indicators – By 60 Months:*<br><br>Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.<br><br>Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed. | **PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing**<br>PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.<br>PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. |
| **Goal IT-PMP 10. Child uses safe behaviors with support from adults. (0-36 months)** | |
| **Birth–9 Months** | — |


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| *No examples are provided at this age range in the ND ELS.* | |
| **8–18 Months**<br><br>*No examples are provided at this age range in the ND ELS.* | — |
| **16–36 Months**<br><br>Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.<br><br>*Indicators – By 36 Months:*<br><br>Cooperates with adults when in unsafe situations, such as taking an adult's hand to cross a street or being cautious around an unfamiliar dog.<br><br>Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove. | **PD 3 Safety: Demonstrates safe practices**<br>PD 3.2 Responds to possible dangers in environment and avoids them when prompted.<br>PD 3.3 Follows simple safety rules and avoids danger.<br><br>**SED 4b Problem-Solving: Responsible decision-making**<br>SED 4b.2 Responds to simple guidance on safe and kind choices. |
| **Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines. (36-60 months)** | |
| **36–48 Months**<br><br>Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these. | **PD 3 Safety: Demonstrates safe practices**<br>PD 3.3 Follows simple safety rules and avoids danger.<br>PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. |
| **48–60 Months**<br><br>Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices. | **PD 3 Safety: Demonstrates safe practices**<br>PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.<br>PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. |


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| *Indicators – By 60 Months:*<br><br>Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.<br><br>Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices. | |
| **Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices. (0-36 months)** | |
| **Birth–9 Months**<br><br>*No examples are provided at this age range in the ND ELS.* | — |
| **8–18 Months**<br><br>Shows interest in new foods that are offered. | **PD 5 Nutrition: Follows healthy nutrition routines.**<br>PD 5.2 Communicates the need to eat and feeds self some finger foods. |
| **16–36 Months**<br><br>Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.<br><br>*Indicators – By 36 Months:*<br><br>Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.<br><br>Sometimes makes nutritious choices with support from an adult.<br><br>Communicates to adults when hungry, thirsty, or has had enough to eat. | **PD 5 Nutrition: Follows healthy nutrition routines.**<br>PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.<br><br>**SED 1b Self-Awareness: Expresses needs and preferences**<br>SED 1b.3 Expresses likes and dislikes.<br>SED 1b.4 When given two to three options, chooses their most desired option. |


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| **Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. (36-60 months)** | |
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| **36–48 Months**<br><br>Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices. | **PD 5 Nutrition: Follows healthy nutrition routines.**<br>PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.<br>PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. |
| **48–60 Months**<br><br>Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.<br><br>*Indicators – By 60 Months:*<br><br>Identifies a variety of healthy and unhealthy foods.<br><br>Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.<br><br>Moderates food consumption based on awareness of own hunger and fullness. | **PD 5 Nutrition: Follows healthy nutrition routines.**<br>PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.<br>PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food. |


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# Developmental Continuum of Skills

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

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| 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. |

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| 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

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

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