experience™
EARLY LEARNING

Alignment of the

Experience Developmental Continuum of Skills

with

South Carolina Early Learning Standards

experience baby™ experience toddler™ experience preschool™

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The Experience Developmental Continuum of Skills

This document details the alignment of the **South Carolina 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.






Approaches to Play and Learning (APL)	
Curiosity, Information-Seeking, and Eagerness	
Goal APL-1: Children show curiosity and express interest in the world around them.	
Infants (Birth to 12 months) Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near). APL-1a Show interest in themselves (watch own hands, play with own feet). APL-1b React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams). APL-1c	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
Younger Toddlers (8 to 21 months) Imitate what others are doing. APL-1d Show curiosity about their surroundings (with pointing, facial expressions, words). APL-1e Show pleasure when exploring and making things happen (clap, smile, repeat action again and again). APL-1f	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
Older Toddlers (18 to 36 months) Show pleasure in new skills and in what they have done. APL-1g Discover things that interest and amaze them, and seek to share them with others. APL-1h	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

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Watch what others are doing and often try to participate. APL-1i	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Younger Preschoolers (36 to 48 months) Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1j Discover things that interest and amaze them, and seek to share them with others. APL-1k Show interest in a growing range of topics, ideas, and tasks. APL-1l	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Older Preschoolers (48 to 60+ months) Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1m Discover things that interest and amaze them, and seek to share them with others. APL-1n Show interest in a growing range of topics, ideas, and tasks. APL-1o Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.

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Goal APL-2: Children actively seek to understand the world around them.	
Infants (Birth to 12 months) Explore the indoor and outdoor environment using all available senses — smell, hear, see, feel, and taste. APL-2a With appropriate supports, move toward interesting people, sounds, objects, and activities. APL-2b	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
Younger Toddlers (8 to 21 months) Initiate activities that interest them and try to get others involved. APL-2c Use toys and other objects to make things happen (kick a ball, push a button on a toy). APL-2d Move toward people and things that are new and/or interesting. APL-2e	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Older Toddlers (18 to 36 months) Seek more information about people and their surroundings ("study" an object carefully, stare for long moments, become absorbed in figuring out a situation). APL-2f Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box). APL-2g Communicate what they want to do or know using gestures, facial expressions, or words (ask "What dat?"). APL-2h	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
Younger Preschoolers (36 to 48 months)	**SCI 1b Investigation & Inquiry: Observes, describes and records**

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Ask questions about the people and things around them. APL-2i Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). APL-2j Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther). APL-2k	SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. **SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Older Preschoolers (48 to 60+ months) Ask questions to find out more about the things that interest them, including questions about future events. APL-2l Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new). APL-2m Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.
Play and Imagination	
Goal APL-3: Children engage in increasingly complex play.	
Infants (Birth to 12 months) Show interest in other children playing (watch, turn toward). APL-3a Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”). APL-3b	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others.

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Play with simple objects, using them to make sounds and other interesting results. APL-3c Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”). APL-3d	**SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers.
Younger Toddlers (8 to 21 months) Play alongside other children, sometimes imitating their actions. APL-3e Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car). APL-3f Take turns in simple games (pat-a-cake, peek-a-boo). APL-3g Offer toys and objects to others. APL-3h	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Older Toddlers (18 to 36 months) Try to involve other children in play. APL-3i Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone). APL-3j Play with others with a common purpose (play a chase game). APL-3k Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.

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toy baby with a spoon; “Now go work,” after putting on shoes and necktie). APL-3l	**CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
Younger Preschoolers (36 to 48 months) Engage in dramatic play themes that include interacting with other children, but often are not coordinated. APL-3m Talk to peers and share materials during play. APL-3n Engage in make-believe play with imaginary objects. APL-3o Use language to begin and carry on play with others. APL-3p Express knowledge of their everyday lives and cultures through play (use chopsticks to eat, pretend to fix hair the way their family styles hair). APL-3q	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
Older Preschoolers (48 to 60+ months) Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r Use more complex and varied language to share ideas and influence others during play. APL-3s	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving.

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Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t Demonstrate their cultural values and “rules” through play (tell another child, “That’s not what we eat for breakfast.”). APL-3u	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.	
Infants (Birth to 12 months) Use everyday household objects for play (spoons, pots and pans, plastic bowls). APL-4a Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult’s attention). APL-4b React to unexpected events with laughter and interest. APL-4c	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials.
Younger Toddlers (8 to 21 months) Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). APL-4d	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials.
Older Toddlers (18 to 36 months) Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). APL-4e Pretend to be somebody or something other than themselves. APL-4f	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.

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Pretend one object is really something different (use Legos® as food while stirring a pot). APL-4g	**CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
Younger Preschoolers (36 to 48 months) Offer new ideas about how to do or make things. APL-4h Add new actions, props, or dress-up items to pretend play. APL-4i Use materials (e.g., art materials, instruments, construction paper, writing implements) or actions to represent experiences or ideas in novel ways. APL-4j Experiment with language, musical sounds, and movement. APL-4k	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.5 Plans, designs and seeks materials to make a creation. **CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm.
Older Preschoolers (48 to 60+ months) Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.

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Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n Make up stories, songs, or dances for fun during play. APL-4o Invent new games. APL-4p	**CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.6 Creates art to represent an idea or object. Explains how it was made. **CA 1a Music: Expresses through music** CA 1a.6 Communicates ideas by creating rhythm or melody. **CA 2a Dance & Movement: Expresses through dance** CA 2a.6 Expresses ideas, feelings and stories through creative movement. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
Risk-Taking, Problem-Solving, and Flexibility	
Goal APL-5: Children are willing to try new and challenging experiences.	
Infants (Birth to 12 months) Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. APL-5a Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp). APL-5b Look to adult for cues and, when reassured, proceed. APL-5c	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.

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Younger Toddlers (8 to 21 months) Try unfamiliar experiences and interact with new people with a familiar adult nearby. APL-5d Move away from a familiar adult to explore, but check in frequently. APL-5e Show interest in and try to operate toys that offer a challenge. APL-5f	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. **SED 3a Social relationships: Develops relationships with adults** SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.
Older Toddlers (18 to 36 months) Explore freely without a familiar adult nearby. APL-5g Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide). APL-5h Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, “I can do it.”). APL-5i Want to do things their own way (say “Me do it!” push an adult’s hand away if the person is trying to help). APL-5j	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. **SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
Younger Preschoolers (36 to 48 months) Express a belief that they can do things that are hard. APL-5k Choose to participate in an increasing variety of familiar and new experiences. APL-5l Accept new challenges when offered. APL-5m Try things they are not sure they can do, while avoiding dangerous risks. APL-5n	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. **SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. **PD 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger.

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Older Preschoolers (48 to 60+ months) Express a belief that they can do things that are hard. APL-5o Approach new experiences independently. APL-5p Ask to participate in new experiences that they have observed or heard about. APL-5q Independently seek new challenges. APL-5r	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. **SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
Goal APL-6: Children use a variety of strategies to solve problems.	
Infants (Birth to 12 months) Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item). APL-6a Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor's purse). APL-6b Use trial and error to get something done, get what they want, or solve simple problems. APL-6c	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Younger Toddlers (8 to 21 months) Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/her; try to put a ball in a box—if it will not fit, get a bigger box). APL-6d Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something). APL-6e After unsuccessful attempts to solve a problem, ask for help from an adult (point, gesture, speak). APL-6f	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.

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Vary actions on purpose to solve a problem (when fitting a shape into a shape sorter, turn the shape to fit; when opening a drawer, shake, then pull its handle). APL-6g	
Older Toddlers (18 to 36 months) Try a variety of strategies to get what they want or solve a problem. APL-6h Use language to obtain help to solve a problem (tell adults, “My car broke.”). APL-6i Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry). APL-6j	**SED 4a Problem-Solving: Solves problems** SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Younger Preschoolers (36 to 48 months) Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6k Purposefully use a variety of strategies to solve different types of problems. APL-6l Talk to themselves to work through the steps to solve a problem. APL-6m	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Older Preschoolers (48 to 60+ months) Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). APL-6n Describe the steps they will use to solve a problem. APL-6o	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences.

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Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p Explain how they solved a problem to another person. APL-6q	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
Attentiveness, Effort, and Persistence	
Goal APL-7: Children demonstrate initiative.	
Infants (Birth to 12 months) Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don’t like). APL-7a Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the “feel” of it, exploring it with mouth or hand). APL-7b	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs. SED 1b.3 Expresses likes and dislikes. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently.
Younger Toddlers (8 to 21 months) Express choices with actions or simple language (choose Cheerios® or a cracker). APL-7c Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs). APL-7d	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Older Toddlers (18 to 36 months) Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls). APL-7e Show increasing interest in performing tasks independently (put on jacket and try to zip it up). APL-7f Show and/or tell others what they have done. APL-7g	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.

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Younger Preschoolers (36 to 48 months) Show increasing independence and purpose when making choices (“I want to go to blocks.”). APL-7h Express goals or plans and follow through on them (“I’m going to draw my house.”). APL-7i Make decisions about materials needed to carry out a task. APL-7j	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.6 Expresses and advocates for one’s needs or personal preferences. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Older Preschoolers (48 to 60+ months) Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). APL-7k Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7l Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). APL-7m	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one’s needs or personal preferences. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Goal APL-8: Children maintain attentiveness and focus.	
Infants (Birth to 12 months) Focus and attend to people and things around them. APL-8a Repeat interesting actions over and over (push button to make toy pop up). APL-8b Notice when the expected does not happen. APL-8c	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
Younger Toddlers (8 to 21 months)	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.

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Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes). APL-8d Focus on an interesting activity or interaction shared with adults for a short period of time. APL-8e	ATL 1a.4 Focuses on an engaging activity for a short period of time independently.
Older Toddlers (18 to 36 months) Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower). APL-8f Keep working on interesting activities with other things going on around them. APL-8g	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
Younger Preschoolers (36 to 48 months) Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). APL-8h Remain engaged in more complex activities that they have chosen. APL-8i Maintain focus and return to an activity after a break. APL-8j	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
Older Preschoolers (48 to 60+ months) Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape). APL-8k Consistently remain engaged in self-directed activities. APL-8l Shift attention back to a task after having been diverted from it. APL-8m	**ATL 1a Attention & Persistence: Attends** ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.

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Goal APL-9: Children persist in challenging activities.	
Infants (Birth to 12 months) Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach). APL-9a	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Younger Toddlers (8 to 21 months) Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket, engage a busy adult in play). APL-9b	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.
Older Toddlers (18 to 36 months) Seek help from others to complete a challenging activity. APL-9c Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit). APL-9d	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Younger Preschoolers (36 to 48 months) Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9e When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9f Keep working to complete tasks, including those that are somewhat difficult. APL-9g	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support. **ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
Older Preschoolers (48 to 60+ months)	**ATL 1b Attention & Persistence: Persists** ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently.

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Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.6 Revisits a familiar task or activity with a different approach.
Emotional and Social Development (ESD)	
Developing a Sense of Self	
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.	
Infants (Birth to 12 months) Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies). ESD-1a Show interest in their image in a mirror (stare, smile, reach out to touch). ESD-1b Respond to their name with sounds or movement. ESD-1c Express likes and dislikes (smile, cry, and protest). ESD-1d	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes.
Younger Toddlers (8 to 21 months)	**SED 1a Self-Awareness: Knows self and expresses confidence**

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Show awareness of specific body parts. ESD-1e Recognize themselves in a mirror (point to self, make faces in mirror). ESD-1f Express choices with gestures, signs, or words (select a toy they want). ESD-1g	SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. **PD 4b Personal Care: Understands bodily functions** PD 4b.2 Points to body parts when prompted.
Older Toddlers (18 to 36 months) Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, “I help Daddy!”). ESD-1h Use their own name or a personal pronoun to refer to themselves (I, me, and mine). ESD-1i Make choices and have favorite clothes, toys, and activities. ESD-1j	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.
Younger Preschoolers (36 to 48 months) Describe self (characteristics that can be seen, things they can do, things they like, possessions). ESD-1k Express a sense of belonging to a group (say “There’s Kirby from my class,” move to stand with own group upon request, “I am a girl.”). ESD-1l Use own first and last name. ESD-1m Choose activities they like and name their favorite activities. ESD-1n	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.
Older Preschoolers (48 to 60+ months)	**SED 1a Self-Awareness: Knows self and expresses confidence**

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Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). ESD-1o Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q	SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option.
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.	
Infants (Birth to 12 months) Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound). ESD-2a Show pleasure at things they have done (wiggle, coo, laugh). ESD-2b Explore the environment with support from a familiar, trusted adult. ESD-2c	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.1 Reaches for a familiar object or toy. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Younger Toddlers (8 to 21 months) Explore the environment on their own, but check in with a familiar, trusted adult occasionally. ESD-2d Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want). ESD-2e Bring others things they like or show them things they have done. ESD-2f	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Older Toddlers (18 to 36 months)	**SED 1c Self-Awareness: Completes tasks independently**

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Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2g Explore the environment independently to satisfy their own interests (seek out toy or favorite materials). ESD-2h Show confidence in their abilities through actions and/ or language (try to lift a heavy object, say, “I’m strong!”). ESD-2i Attempt to reach goals without help from others (push adult away, say “Me do it myself!”). ESD-2j	SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. **SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
Younger Preschoolers (36 to 48 months) Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2k Express the belief that they can do many things. ESD-2l Try new activities and attempt new challenges. ESD-2m	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. **SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
Older Preschoolers (48 to 60+ months) Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n Express the belief that they can do many things. ESD-2o Stick with tasks even when they are challenging. ESD-2p	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. **SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents. **ATL 1b Attention & Persistence: Persists** ATL 1b.6 Persists on a challenging activity independently.

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Express opinions about their abilities in different areas (“I’m a good friend.” I can run fast.” “I know all my letters!”). ESD-2q	
Developing a Sense of Self with Others	
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	
Infants (Birth to 12 months) Enjoy being held, cuddled, and talked to by familiar adults. ESD-3a Recognize and reach out to familiar people. ESD-3b Seek to be near their caregivers; stop crying when they come near. ESD-3c Show signs of separation anxiety when a familiar caregiver leaves. ESD-3d Make eye contact with others. ESD-3e Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for “so big”). ESD-3f	**SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.1 Imitates simple movements and facial expressions.
Younger Toddlers (8 to 21 months) Show preference for and emotional connection with adults who take care of them on a regular basis (“check in” with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves). ESD-3g Offer toys and objects to familiar adults. ESD-3h Look to adult for affirmation of behavior/guidance. ESD-3i	**SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.

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Older Toddlers (18 to 36 months) Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3j Form close relationships with their primary caregivers and other familiar adults. ESD-3k Seek help from trusted adults when upset (when fearful or having difficulty with something). ESD-3l Are less likely to get upset when primary caregiver is with them. ESD-3m Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do). ESD-3n	**SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
Younger Preschoolers (36 to 48 months) Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3o Show affection for adults they are close to. ESD-3p Given time, form positive relationships with new teachers or caregivers. ESD-3q Show ease and comfort in their interactions with familiar adults. ESD-3r Ask for assistance from adults. ESD-3s	**SED 3a Social relationships: Develops relationships with adults** SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
Older Preschoolers (48 to 60+ months)	**SED 3a Social relationships: Develops relationships with adults**

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Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3t Form positive relationships with new teachers or caregivers over time. ESD-3u Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3v	SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults.
Goal ESD-4: Children form relationships and interact positively with other children.	
Infants (Birth to 12 months) Notice other infants and children (look at them, turn in other's direction, reach for them, touch them). ESD-4a	**SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers.
Younger Toddlers (8 to 21 months) Show pleasure at the arrival of familiar peers. ESD-4b Enjoy playing alongside other children. ESD-4c Imitate actions of older siblings and playmates. ESD-4d Offer toys and objects to other children. ESD-4e	**SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person.
Older Toddlers (18 to 36 months) Show affection or preference for particular children (spontaneously hug, want to play, call child a friend). ESD-4f Remember and use names of familiar playmates. ESD-4g	**SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. **SED 3c Social relationships: Participates cooperatively in groups**

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Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me."). ESD-4h Participate in play with other children. ESD-4i Show positive emotion and turn-taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys). ESD-4j	SED 3c.2 Mimics actions of others. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
Younger Preschoolers (36 to 48 months) Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). ESD-4k Form and maintain friendships with a few other children. ESD-4l Identify another child as a friend. ESD-4m Approach other children easily, expecting positive interactions. ESD-4n Show ease and comfort in their interactions with familiar children. ESD-4o	**SED 3b Social relationships: Develops relationships with peers** SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.
Older Preschoolers (48 to 60+ months) Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). ESD-4p Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q Seek and give support to children they identify as friends. ESD-4r	**SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.

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Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. **SS 1c Culture & Community: Respects diversity** SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
Infants (Birth to 12 months) Emerging	—
Younger Toddlers (8 to 21 months) Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). ESD-5a Follow simple directions some of the time. ESD-5b Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity). ESD-5c Accept adult help to resolve problems and conflicts, and cooperate when adults redirect them from a situation that poses a problem. ESD-5d	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction.
Older Toddlers (18 to 36 months) Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5e	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.

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Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, run outside). ESD-5f Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table). ESD-5g Show caring and cooperation (help to put away toys, offer to help another person). ESD-5h Wait for a short time to get what they want (a turn with a toy, snack), with guidance and support. ESD-5i Accept "no" without getting overly upset. ESD-5j	SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support. SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.
Younger Preschoolers (36 to 48 months) Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5k Often make requests clearly and effectively. ESD-5l Show awareness that their actions affect others (move carefully around classmate's block structure). ESD-5m Wait for a short time to get what they want (a turn with a toy, a snack). ESD-5n Work to resolve conflicts effectively, with guidance and support. ESD-5o Notice and accept similarities and differences among all people, including people with disabilities. ESD-5p	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **SED 4a Problem-Solving: Solves problems**

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Recognize and honor cultural differences. ESD-5q	SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self.
Older Preschoolers (48 to 60+ months) Follow social rules, transitions, and routines that have been explained to them. ESD-5r Make requests clearly and effectively most of the time. ESD-5s Balance their own needs with those of others in the group. ESD-5t Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5u Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5v Express respect and caring for all people, including people with disabilities. ESD-5w Recognize and honor cultural differences. ESD-5x	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one’s needs or personal preferences. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.

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	SED 4a Problem-Solving: Solves problems SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”. SED 4b.6 Considers others’ feelings when making decisions. **SS 1c Culture & Community: Respects diversity** SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
Learning about Feelings	
Goal ESD-6: Children identify, manage, and express their feelings.	
Infants (Birth to 12 months) Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. ESD-6a Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). ESD-6b Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy). ESD-6c	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.
Younger Toddlers (8 to 21 months) Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. ESD-6d	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SED 2a Self-Regulation: Manages feelings and behavior**

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Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout “Whee!” when excited). ESD-6e Separate from parent or main caregiver without being overcome by stress. ESD-6f Find comfort and calm down in a familiar setting or with a familiar person. ESD-6g	SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.
Older Toddlers (18 to 36 months) Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6h Communicate to make needs known. ESD-6i Manage emotions and control impulses with guidance and support (Say “I don’t like that!” instead of hitting; wait by door instead of running ahead when excited to go out). ESD-6j Display emotional outbursts less often. ESD-6k	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
Younger Preschoolers (36 to 48 months) Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6l Use a variety of words or signs to express and manage feelings more clearly. ESD-6m Describe reasons for their feelings (“I’m sad because Grandma’s leaving.” “That makes me mad when you do that!”). ESD-6n	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.

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Older Preschoolers (48 to 60+ months) Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o Independently manage and express feelings effectively most of the time. ESD-6p Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). ESD-6q Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). ESD-6r Use problem-solving strategies when feeling angry or frustrated. ESD-6s	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.4 Identifies and describes personal feelings. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
Goal ESD-7: Children recognize and respond appropriately to the needs and feelings of others.	
Infants (Birth to 12 months) Become upset when another infant is crying. ESD-7a Respond differently to positive vs. negative emotional expressions of others. ESD-7b	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Younger Toddlers (8 to 21 months) Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7c Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.

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and start crying after the caregiver expresses concern/ tries to comfort). ESD-7d Match their tone and emotions to that of others during interactions. ESD-7e	
Older Toddlers (18 to 36 months) Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7f Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7g Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7h Recognize facial expressions or actions associated with different emotions. ESD-7i	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Younger Preschoolers (36 to 48 months) Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7j Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7k Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7l Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't."). ESD-7m	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion.

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Older Preschoolers (48 to 60+ months) Communicate understanding and empathy for others' feelings. ESD-7n Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.6 Considers others' feelings when making decisions.
Health and Physical Development (HPD)	
Physical Health and Growth	
Goal HPD-1: Children develop healthy eating habits.	
Infants (Birth to 12 months) Show interest in feeding routines. HPD-1a Help with feeding themselves (eat finger foods, hold bottle). HPD-1b Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). HPD-1c Indicate foods they like and do not like. HPD-1d Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). HPD-1e Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. HPD-1f	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods.

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Younger Toddlers (8 to 21 months) Try new foods. HPD-1g Feed themselves with some assistance (may use hands, spoons, or cups with or without lids). HPD-1h Ask for or accept food when hungry. HPD-1i Eat enough to meet nutritional needs, even when the amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). HPD-1j Eat a variety of small pieces of age-appropriate table foods. HPD-1k	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
Older Toddlers (18 to 36 months) Try new foods. HPD-1l Feed themselves using utensils and hands. HPD-1m Eat foods depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food). HPD-1n Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). HPD-1o	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
Younger Preschoolers (36 to 48 months) Try new foods. HPD-1p Feed themselves independently with utensils. HPD-1q Communicate that some foods are good for them (fruits, vegetables, milk) and some are not healthy (potato chips, soda). HPD-1r	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.

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Older Preschoolers (48 to 60+ months) Try new foods. HPD-1s Feed themselves independently with utensils. HPD-1t Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v Name foods and beverages that help to build healthy bodies. HPD-1w	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.
Goal HPD-2: Children engage in and sustain various forms of physical play indoors and out.	
Infants (Birth to 12 months) Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). HPD-2a Move their bodies to explore the indoor and outdoor environment. HPD-2b Develop strength by continuing movements over short periods of time. HPD-2c	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
Younger Toddlers (8 to 21 months) Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). HPD-2d Anticipate and ask for outdoor play (point at door and say, “Out!”, resist coming indoors). HPD-2e	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.

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Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). HPD-2f Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. HPD-2g	
Older Toddlers (18 to 36 months) Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2h Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”). HPD-2i With guidance and support, transition from active to quiet activities. HPD-2j	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
Younger Preschoolers (36 to 48 months) Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2k Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2l Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). HPD-2m Transition from active to quiet activities with limited guidance and support. HPD-2n	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Older Preschoolers (48 to 60+ months) Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. HPD-2o	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.

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Communicate ways physical activity keeps us healthy and makes us feel good. HPD-2p Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q Transition independently from active to quiet activities most of the time. HPD-2r	PD 1.6 Changes direction and speed of movement. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.6 Transitions from one activity to the next and helps others through the transition.
Goal HPD-3: Children develop healthy sleeping habits.	
Infants (Birth to 12 months) Sleep for longer periods at a time (more at night, and less during the day). HPD-3a Settle down and fall asleep after a routine that includes a familiar series of events. HPD-3b Develop a personal sleep routine or pattern. HPD-3c	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.
Younger Toddlers (8 to 21 months) Cooperate with sleep routines (choose a book, get preferred sleep toy). HPD-3d Use simple sounds, gestures, or words to show they are tired (say, “Night, night.”). HPD-3e	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support. **PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.3 With help, participates in self-care routines. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
Older Toddlers (18 to 36 months)	**SED 2b Self-Regulation: Follows routines and transitions**

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Use language about sleep (say, “Time for bed,” after clearing lunch things; give sign for sleep). HPD-3f With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat). HPD-3g Learning to fall asleep on their own. HPD-3h	SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. **PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.3 With help, participates in self-care routines. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Younger Preschoolers (36 to 48 months) Recognize and communicate signs of being tired. HPD-3i With increasing independence, start and participate in sleep routines. HPD-3j	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. **PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Older Preschoolers (48 to 60+ months) Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k Independently start and participate in sleep routines most of the time. HPD-3l	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. **PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing**

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	PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.
Motor Development	
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.	
Infants (Birth to 12 months) Gain control of arm and leg movements. HPD-4a Develop upright posture when sitting and standing. HPD-4b Move in and out of various positions by rolling, pushing up, and pulling to stand. HPD-4c Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). HPD-4d	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
Younger Toddlers (8 to 21 months) Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). HPD-4e Move arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps). HPD-4f Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker). HPD-4g	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
Older Toddlers (18 to 36 months) Move arms and legs to complete a task (kick, jump, step, pedal, push away). HPD-4h	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.

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Move through the world with a variety of movements and with increasing independence (run, jump, pedal). HPD-4i Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). HPD-4j Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps). HPD-4k	PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
Younger Preschoolers (36 to 48 months) Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4l Refine movements and show generally good coordination (e.g., throwing and catching). HPD-4m Demonstrate large muscle control by throwing balls accurately, sliding down slides, pedaling riding toys, and using assistive technology effectively. HPD-4n Move in space with good coordination (running, hopping in place, galloping). HPD-4o	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
Older Preschoolers (48 to 60+ months) Coordinate movement of upper and lower body. HPD-4p Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q Move quickly through the environment and stop (run fast, pedal fast). HPD-4r	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement.

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Show awareness of own body in relation to other people and objects while moving through space. HPD-4s	
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	
Infants (Birth to 12 months) Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. HPD-5a Transfer objects from one hand to the other. HPD-5b Use a pincer grasp to pick up an object with finger and thumb. HPD-5c	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.
Younger Toddlers (8 to 21 months) Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). HPD-5d Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). HPD-5e Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling), however imperfectly. HPD-5f	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.
Older Toddlers (18 to 36 months) Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). HPD-5g Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). HPD-5h	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.

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Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel). HPD-5i	
Younger Preschoolers (36 to 48 months) Draw simple shapes and figures (square for block, circles). HPD-5j Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces). HPD-5k Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). HPD-5l	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Older Preschoolers (48 to 60+ months) Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.
Self-Care	
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.	
Infants (Birth to 12 months) Use different sounds to let caregivers know they need attention. HPD-6a	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. **SED 1b Self-Awareness: Expresses needs and preferences**

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Begin to soothe themselves (suck thumb, find pacifier, reach for a security object). HPD-6b	SED 1b.1 Vocalizes or moves to express needs.
Younger Toddlers (8 to 21 months) Use gestures, words, signs, or sign language to communicate what they need. HPD-6c Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch). HPD-6d	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
Older Toddlers (18 to 36 months) Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6e Soothe themselves when needed (find a quiet area for alone time, look at book before nap). HPD-6f	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Younger Preschoolers (36 to 48 months) Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6g Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). HPD-6h	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Older Preschoolers (48 to 60+ months)	**SED 2a Self-Regulation: Manages feelings and behavior**

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Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i Consistently use strategies to calm themselves when needed. HPD-6j	SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one's needs or personal preferences.
Goal HPD-7: Children develop independence in caring for themselves and their environment.	
Infants (Birth to 12 months) Accept care routines (mouth care, handwashing, diapering, dressing, and bathing). HPD-7a Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). HPD-7b	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.
Younger Toddlers (8 to 21 months) Cooperate and help with care routines and cleanup (mouth care, hand-washing, diapering, dressing, bathing). HPD-7c Drink from a cup (with or without a lid) and feed themselves with their fingers or a spoon. HPD-7d	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
Older Toddlers (18 to 36 months) Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7e	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.

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Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting). HPD-7f Feed themselves with a spoon. HPD-7g Help with meal and snack routines. HPD-7h Begin to take care of objects (put toys away, handle materials carefully, water plants or garden). HPD-7i	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
Younger Preschoolers (36 to 48 months) Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7j Dress and undress themselves with occasional assistance. HPD-7k Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). HPD-7l Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7m Serve food for themselves. HPD-7n Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). HPD-7o Name people who help children stay healthy. HPD-7p	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Older Preschoolers (48 to 60+ months) Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7q	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.

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Dress and undress themselves independently. HPD-7r Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7s Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7t	**PD 4b Personal Care: Understands bodily functions** PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Safety Awareness	
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
Infants (Birth to 12 months) Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). HPD-8a Notice and imitate adults' reactions to new people and situations. HPD-8b	**PD 3 Safety: Demonstrates safe practices** PD 3.1 Reacts to unexpected noises, lights or sights. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Younger Toddlers (8 to 21 months) Watch for adult reactions to unfamiliar things or situations that might be dangerous. HPD-8c Show some caution about unfamiliar and/ or unsafe situations. HPD-8d Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!"). HPD-8e	**PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Older Toddlers (18 to 36 months)	**PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.

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Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). HPD-8f Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead). HPD-8g With guidance, recognize and avoid situations that might cause harm. HPD-8h	**SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”.
Younger Preschoolers (36 to 48 months) Know what their bodies can do, and play within their abilities to avoid injury to self or others. HPD-8i Usually recognize and avoid objects and situations that might cause harm. HPD-8j Usually follow established safety rules. HPD-8k Call a trusted adult when someone gets injured or is in an unsafe situation. HPD-8l	**PD 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.
Older Preschoolers (48 to 60+ months) Avoid potentially dangerous behaviors. HPD-8m Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm. HPD-8n Independently follow established safety rules. HPD-8o Identify people who can help them in the community (police, firefighter, nurse). HPD-8p	**PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. **SED 3a Social relationships: Develops relationships with adults** SED 3a.6 Identifies trusted adults in the community and describes when to seek help.
Language Development and Communication (LDC)	

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Learning to Communicate	
Goal LDC-1: Children understand communications from others.	
Infants (Birth to 12 months) Engage in individual and reciprocal sound exploration and play (make “raspberries” or other sounds with someone). LDC-1a Show interest in voices, and focus on speech directed at them. LDC-1b Respond to different tones in speech directed at them. LDC-1c Respond to simple requests (“Come here ”or “Do you want more?”). LDC-1d	**LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking. **LLD 1b Listening: Follows directions** LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.
Younger Toddlers (8 to 21 months) Respond to others by using words or signs. LDC-1e Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1f Follow simple directions and/or visual cues (“Put your pillow on the mat.” “Please sit by me.”). LDC-1g	**LLD 1a Listening: Understands and interprets language** LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Older Toddlers (18 to 36 months) Respond when others talk to them, using a larger variety of words or signs. LDC-1h Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1i	**LLD 1a Listening: Understands and interprets language** LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. **LLD 1b Listening: Follows directions**

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Follow two-step directions with visual cues if needed (“Pick up the paper and put it in the trash.” “Get your cup and put it on the table.”). LDC-1j	LLD 1b.3 Follows related two-step directions given verbally. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Younger Preschoolers (36 to 48 months) Show understanding of increasingly complex sentences. LDC-1k With prompting and support, respond to requests for information or action. LDC-1l Follow simple multistep directions with visual cues, if needed. LDC-1m	**LLD 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. **LLD 1b Listening: Follows directions** LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.
Older Preschoolers (48 to 60+ months) Show understanding of increasingly complex sentences. LDC-1n Respond to requests for information or action. LDC-1o Follow more detailed multistep directions. LDC-1p	**LLD 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. **LLD 1b Listening: Follows directions** LLD 1b.6 Follows multi-step directions given verbally.
Goal LDC-2: Children participate in conversations with peers and adults.	
Infants (Birth to 12 months) Respond differently to facial expressions and tones of voice. LDC-2a Pay brief attention to the same object the caregiver is looking at. LDC-2b	**LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. **ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to. **SED 3d Social relationships: Identifies and respects emotions of others**

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Engage in turn-taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear). LDC-2c	SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Younger Toddlers (8 to 21 months) Establish joint attention by looking at an object, at their caregiver, and back at the object. LDC-2d Respond to and initiate dialogue with another person. LDC-2e Use movement or behavior to initiate interaction with another person. LDC-2f	**LLD 2b Communication: Uses conversational skills** LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to.
Older Toddlers (18 to 36 months) Engage in short dialogues of a few turns. LDC-2g Ask questions or use verbal or nonverbal cues to initiate communication with another child or adult. LDC-2h	**LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Younger Preschoolers (36 to 48 months) Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication). LDC-2i Initiate and carry on conversations and ask questions about things that interest them. LDC-2j With prompting and support, make comments and ask questions related to the topic of discussion. LDC-2k	**LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.

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Older Preschoolers (48 to 60+ months) Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o Show an appreciation for and can use humor appropriately. LDC-2p	**LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.
Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Infants (Birth to 12 months) Emerging	—
Younger Toddlers (8 to 21 months) Respond to simple statements and questions about pictures, play, people, and things that are happening. LDC-3a	**LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange.
Older Toddlers (18 to 36 months) Answer simple questions (“What is she doing?” “What happened to the bear in the story?”). LDC-3b	**LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. **LLD 2a Communication: Uses language to express information and ask/answer questions**

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Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information. LDC-3c	LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Younger Preschoolers (36 to 48 months) Answer longer questions using more detail. LDC-3d Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. LDC-3e	**LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.
Older Preschoolers (48 to 60+ months) Answer more complex questions with an explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me”). LDC-3f Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g	**LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2a.6 Explains personal thoughts about familiar people, places and events.
Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly.	
Infants (Birth to 12 months) Repeat actions to communicate (lift arms to be picked up, point at desired toys). LDC-4a Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-4b	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs. **SED 1d Self-Awareness: Identifies emotions**

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“Babble” and pretend to talk using many sounds or sign languages used around them. LDC-4c	SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
Younger Toddlers (8 to 21 months) Communicate through facial expressions, sounds, and body movements. LDC-4d Expect others to understand them and show frustration, often through their behavior, if not understood. LDC-4e Use non-verbal gestures to express ideas and feelings. LDC-4f	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs. **SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.
Older Toddlers (18 to 36 months) Communicate message with expression, tone, and inflection. LDC-4g Use speech that is understood most of the time by familiar listeners. LDC-4h	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Younger Preschoolers (36 to 48 months) Communicate messages with expression, tone, and inflection appropriate the situation. LDC-4i Speak clearly enough to be understood by familiar adults and children. LDC-4j	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.
Older Preschoolers (48 to 60+ months) Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.6 Explains personal thoughts about familiar people, places and events.

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Speak clearly enough to be understood by most people. LDC-4m State point of view, likes and dislikes. LDC-4n Relay messages accurately. LDC-4o	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings.
Goal LDC-5: Children describe familiar people, places, things, and events.	
Infants (Birth to 12 months) Emerging	—
Younger Toddlers (8 to 21 months) Act out familiar scenes and events, and imitate familiar people. LDC-5a	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend.
Older Toddlers (18 to 36 months) Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5b Use dramatic play to act out familiar scenes and events and imitate familiar people. LDC-5c	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. **SS 4 History & Sense of Time: Develops sense of time** SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.

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Younger Preschoolers (36 to 48 months) Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5d Describe experiences and create or retell short narratives. LDC-5e	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. **SS 4 History & Sense of Time: Develops sense of time** SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
Older Preschoolers (48 to 60+ months) Describe experiences and create and/or retell longer narratives. LDC-5f	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2a.6 Explains personal thoughts about familiar people, places and events. **SS 4 History & Sense of Time: Develops sense of time** SS 4.5 Uses language of time to describe familiar sequences of events. SS 4.6 Retells historical, fictional or past events or stories.
Goal LDC-6: Children use most grammatical constructions of their home language well.	
Infants (Birth to 12 months) Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-6a “Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate. LDC-6b	**LLD 2c Communication: Uses sentence structure** LLD 2c.1 Mimics single sounds. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.

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Younger Toddlers (8 to 21 months) “Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language. LDC-6c Use a few words to communicate (make requests and ask questions). LDC-6d	**LLD 2c Communication: Uses sentence structure** LLD 2c.1 Mimics single sounds. LLD 2c.2 Communicates using one- to two-word sentences. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.1 Babbles and vocalizes using sound, volume and inflection.
Older Toddlers (18 to 36 months) Communicate in short sentences that follow the word order of their home language. LDC-6e Combine two and three words. LDC-6f	**LLD 2c Communication: Uses sentence structure** LLD 2c.2 Communicates using one- to two-word sentences. LLD 2c.3 Communicates using two- to four-word sentences.
Younger Preschoolers (36 to 48 months) Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). LDC-6g Make grammatical errors that follow language rules (say, “mouses” instead of “mice”). LDC-6h	**LLD 2c Communication: Uses sentence structure** LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.
Older Preschoolers (48 to 60+ months) Speak in full sentences that are grammatically correct most of the time. LDC-6i	**LLD 2c Communication: Uses sentence structure** LLD 2c.5 Communicates in simple, complete sentences. LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.
Goal LDC-7: Children respond to and use a growing vocabulary.	
Infants (Birth to 12 months) Make specific sounds, facial expressions, and/or gestures for certain people and objects. LDC-7a	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.1 Uses sounds and gestures to communicate. LLD 2d.2 Repeats words heard frequently in environment. **LLD 1a Listening: Understands and interprets language**

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Imitate sounds, words, and gestures. LDC-7b Recognize spoken or signed words for common items. LDC-7c	LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.
Younger Toddlers (8 to 21 months) Show steady increase in words used (e.g., name family members and familiar objects). LDC-7d Imitate parts of familiar songs, chants, or rhymes. LDC-7e Respond to simple words and phrases that they hear often. LDC-7f Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects. LDC-7g	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **LLD 1a Listening: Understands and interprets language** LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.
Older Toddlers (18 to 36 months) Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy). LDC-7h Participate in or repeat familiar songs, chants, or rhymes. LDC-7i Show they understand many new vocabulary words and a variety of concepts (big and little, in and out). LDC-7j Use proper nouns for people and things. LDC-7k	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. **LLD 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.
Younger Preschoolers (36 to 48 months) Repeat familiar songs, chants, or rhymes. LDC-7l Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). LDC-7m	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

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Make up names for things using words they know (e.g., dog doctor for veterinarian). LDC-7n Use many kinds of cues in the environment to figure out what words mean. LDC-7o	
Older Preschoolers (48 to 60+ months) Repeat familiar songs, chants, or rhymes. LDC-7p Use a growing vocabulary that includes many kinds of words to express ideas clearly. LDC-7q Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7r Distinguish between real and made up words. LDC-7s	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
Foundations for Reading	
Goal LDC-8: Children develop interest in books and motivation to read.	
Infants (Birth to 12 months) Pat and chew on tactile books. LDC-8a Look at pictures of faces and simple objects. LDC-8b Listen to simple and repetitive books, stories, and songs. LDC-8c	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult.
Younger Toddlers (8 to 21 months)	**LLD 6a Reading Comprehension: Responds to text**

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Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8d Show interest in books (e.g., tactile and picture books). LDC-8e Listen to simple and repetitive books, stories, and songs for a brief time. LDC-8f Carry books around, “name” them, and select books for adults to read out loud. LDC-8g	LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult.
Older Toddlers (18 to 36 months) Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8h Listen for short periods of time to storybooks, informational books, stories, poetry, songs, and finger plays. LDC-8i	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult.
Younger Preschoolers (36 to 48 months) Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8j Show an interest in books, other print, and reading related activities. LDC-8k Listen to and discuss storybooks, simple information books, and poetry. LDC-8l	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories.
Older Preschoolers (48 to 60+ months) Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.

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Use and share books and print in their play. LDC-8n Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o	
Goal LDC-9: Children develop book knowledge and print awareness.	
Infants (Birth to 12 months) Explore books and paper by tasting, mouthing, crumpling, banging, and patting. LDC-9a Look at pictures while cuddling with caregiver. LDC-9b	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures.
Younger Toddlers (8 to 21 months) Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book). LDC-9c Identify some environmental print and logos (favorite cereal box, a sign for a familiar store). LDC-9d	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures.
Older Toddlers (18 to 36 months) Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.” LDC-9e Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu). LDC-9f Demonstrate an understanding of realistic symbols such as photographs, and later, abstract symbols such as signs and environmental print (know which pictures stand for which activities on	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.

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a daily schedule; say, “That means light” when looking at a symbol of a light bulb located over the light switch). LDC-9g	
Younger Preschoolers (36 to 48 months) Hold a book upright while turning pages one by one front to back, but not always in order. LDC-9h With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member). LDC-9i Demonstrate an understanding that print and symbols can tell people what to do (to organize classroom activities—where to store things, when they will have a turn). LDC-9j	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
Older Preschoolers (48 to 60+ months) Hold a book upright while turning pages one by one from front to back. LDC-9k Recognize print in different forms for a variety of functions (writing a message to friend, pointing to print and saying, “Those words tell the story,” or reading familiar signs in the environment). LDC-9l Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-9m With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.

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Identify their name and the names of some friends when they see them in print. LDC-9p	
Goal LDC-10: Children comprehend and use information presented in books and other print media.	
Infants (Birth to 12 months) Emerging	—
Younger Toddlers (8 to 21 months) Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays. LDC-10a Allow entire short book to be “read” with willingness to look at most pages. LDC-10b Make appropriate sounds when looking at pictures (say, “Quack, quack” when looking at a duck, “Vrrrrooom” when looking at a car). LDC-10c	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.
Older Toddlers (18 to 36 months) Chime in on a repeated line in a book while being read to by an adult. LDC-10d Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. LDC-10e Begin to relate personal experiences to events described in familiar books. LDC-10f Answer simple questions about stories. LDC-10g	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories.

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Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories). LDC-10h	
Younger Preschoolers (36 to 48 months) Imitate the special language in storybooks and story dialogue with some accuracy and detail. LDC-10i With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. LDC-10j Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts. LDC-10k Relate personal experiences to events described in familiar books, with prompting and support. LDC-10l Ask questions about a story or the information in a book. LDC-10m With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10n	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.4 Retells portions of a story using pictures, gestures or props. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
Older Preschoolers (48 to 60+ months) Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-10o Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-10p Use knowledge of the world to make sense of more challenging texts. LDC-10q	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.

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Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r Ask more focused and detailed questions about a story or the information in a book. LDC-10s Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u	
Goal LDC-11: Children develop phonological awareness.	
Infants (Birth to 12 months) Imitate and take turns with caregivers making different sounds. LDC-11a	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”. LLD 3c.2 Imitates or repeats sounds and tones.
Younger Toddlers (8 to 21 months) Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures. LDC-11b Vocalize familiar words and sounds. LDC-11c	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs.
Older Toddlers (18 to 36 months) Participate in rhyming games. LDC-11d Notice sounds that are the same and different. LDC-11e Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11f	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted. **CA 1b Music: Develops rhythm** CA 1b.4 Claps along to simple rhythm patterns.

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Younger Preschoolers (36 to 48 months) Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. LDC-11g Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11h Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). LDC-11i	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme. **CA 1b Music: Develops rhythm** CA 1b.5 Repeats simple rhythm patterns.
Older Preschoolers (48 to 60+ months) Distinguish between similar sounding words (e.g. tree and three). LDC-11j Enjoy rhymes and wordplay with songs, poems, and books and sometimes add their own variations. LDC-11k Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11l Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11m Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11n	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. **CA 1b Music: Develops rhythm** CA 1b.5 Repeats simple rhythm patterns.
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.	
Infants (Birth to 12 months)	—

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Emerging	
Younger Toddlers (8 to 21 months) Emerging	—
Older Toddlers (18 to 36 months) Demonstrate an interest in letters by asking about and/or naming some of them. LDC-12a	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.1 Explores books and toys with letters and related images. LLD 4.2 Participates in letter songs and activities.
Younger Preschoolers (36 to 48 months) Demonstrate an interest in learning the alphabet. LDC-12b Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. LDC-12c Recognize and name some letters of the alphabet, especially those in their own name. LDC-12d	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.2 Participates in letter songs and activities. LLD 4.3 Recognizes the first letter and letter sound in their name.
Older Preschoolers (48 to 60+ months) Demonstrate an interest in learning the alphabet. LDC-12e Show they know that letters function to represent sounds in spoken words. LDC-12f Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”). LDC-12h	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.

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Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i	
Foundations for Writing	
Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.	
Infants (Birth to 12 months) Emerging	—
Younger Toddlers (8 to 21 months) Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon). LDC-13a	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
Older Toddlers (18 to 36 months) Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil). LDC-13b	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write. LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
Younger Preschoolers (36 to 48 months) Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). LDC-13c With prompting and support, communicate their thoughts for an adult to write. LDC-13d Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). LDC-13e	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.

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Older Preschoolers (48 to 60+ months) Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f Incorporate representations of signs, logos, or other commonly used symbols into their drawing or writing to communicate the messages that they convey. LDC-13g Communicate their thoughts for an adult to write. LDC-13h Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols). LDC-13i Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion). LDC-13j	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 7b.6 Draws and writes to express ideas or share an opinion.
Goal LDC-14: Children use knowledge of letters in their attempts to write.	
Infants (Birth to 12 months) Emerging	—
Younger Toddlers (8 to 21 months) Emerging	—
Older Toddlers (18 to 36 months) Emerging	—
Younger Preschoolers (36 to 48 months)	**LLD 7a Writing: Emergent writing**

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Begin to use letters and approximations of letters to write their name. LDC-14a Distinguish letters from different kinds of drawings/graphics. LDC-14b Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). LDC-14c	LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
Older Preschoolers (48 to 60+ months) Use known letters and approximations of letters to write their own name and some familiar words. LDC-14d Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LDC-14e	**LLD 7a Writing: Emergent writing** LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.
Goal LDC-15: Children use writing skills and conventions.	
Infants (Birth to 12 months) Emerging	—
Younger Toddlers (8 to 21 months) Hold marker or crayon with their fist. LDC-15a Dot or scribble with crayons, may progress to vertical lines. LDC-15b	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools.
Older Toddlers (18 to 36 months) Explore a variety of tools that can be used for writing. LDC-15c Scribble and/or imitate an adult’s marks with markers, crayons, paints, etc. LDC-15d	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.

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Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. LDC-15e	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.
Younger Preschoolers (36 to 48 months) Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers). LDC-15f Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”). LDC-15g Play with writing letters and make letter-like forms. LDC-15h	**LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.
Older Preschoolers (48 to 60+ months) Use a variety of writing tools and materials with increasing precision. LDC-15i Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LDC-15j Use some conventional letters in their writing. LDC-15k	**LLD 7a Writing: Emergent writing** LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. **PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Mathematical Thinking and Expression (MTE)	
Foundations for Number Sense	
Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.	

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Infants (Birth to 12 months) Indicate they want “more” with signs, sounds, or looks. MTE-1a Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 7 blocks longer than a tower with 3 blocks, reach for a basket with three balls rather than a basket with one ball). MTE-1b	**M 1d Number Sense: Number quantities and comparison** M 1d.2 Recognizes amounts up to two without counting.
Younger Toddlers (8 to 21 months) Explore quantity (for example, filling and dumping containers). MTE-1c Use words or actions that show understanding of the concepts of “more,” “less,” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks). MTE-1d Recognize when presented with two obviously unequal sets of objects that one set has more or less than the other (Can point to which set of crayons has more). MTE-1e	**M 1d Number Sense: Number quantities and comparison** M 1d.2 Recognizes amounts up to two without counting. M 1d.3 Recognizes amounts up to three without counting.
Older Toddlers (18 to 36 months) Use words or actions that show understanding of the concepts of “more,” “all,” and/or “none” (ask for more food, stop asking for more blocks when told they have “all” of the blocks, become upset when told there is no more Play-Doh®). MTE-1f Recognize when presented with two obviously unequal sets of objects that one set has more than the other and/or that one set has less than the other. (Can point to which set of crayons has more or less depending on what is asked). MTE-1g Attempt to chant or recite numbers, but not necessarily in the correct order (for example, counting objects on a page during a read aloud). MTE-1h	**M 1d Number Sense: Number quantities and comparison** M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. **M 1a Number Sense: Verbally counts numbers** M 1a.2 Says or sings random numbers, may be out of order. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.2 Uses one-to-one correspondence to match objects or pictures.

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Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car). MTE-1i Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls). MTE-1j	
Younger Preschoolers (36 to 48 months) Visually compare two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and, if appropriate, which one has more and/or which one has less. (If child is offered two plates of crackers can select the preferred amount and can explain that he wanted more or less). MTE-1k Rote count to 10 with increasing accuracy. MTE-1l Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question, “How many are there?” MTE-1m Recognize numerals up to 5 during play and daily activities. MTE-1n Match numerals 1-5 to sets of objects, with guidance and support. MTE-1o Write numerals or number-like forms up to 5 during play and daily activities. MTE-1p	**M 1d Number Sense: Number quantities and comparison** M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. **M 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten. **M 1b Number Sense: Identifies and writes numerals** M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five.
Older Preschoolers (48 to 60+ months)	**M 1d Number Sense: Number quantities and comparison** M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.

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Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. MTE-1q Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. MTE-1r Rote count to 20 with increasing accuracy. MTE-1s Count up to 10 objects in a variety of ways (for example, left to right, right to left, in stacks, etc.). MTE-1t Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many are there?” MTE-1u Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities. MTE-1v Match numerals 1-10 to sets of objects, with guidance and support. MTE-1w Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils). MTE-1x Given a number 0-5, count out that many objects. MTE-1y State the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). MTE-1z Tell what number comes next or what number came before another number when counting 1-5. MTE-1aa	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. **M 1a Number Sense: Verbally counts numbers** M 1a.5 Verbally counts to twenty. **M 1b Number Sense: Identifies and writes numerals** M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.

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Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). MTE-1ab	
Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.	
Infants (Birth to 12 months) Emerging	—
Younger Toddlers (8 to 21 months) Emerging	—
Older Toddlers (18 to 36 months) Use observation and emerging counting skills (1, 2, 3) during play and other daily activities. MTE-2a	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five. **M 1d Number Sense: Number quantities and comparison** M 1d.3 Recognizes amounts up to three without counting.
Younger Preschoolers (36 to 48 months) Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). MTE-2b Show they understand that putting objects together in a set will make a bigger set, and removing objects from a set will make a smaller set. MTE-2c	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five. **M 1d Number Sense: Number quantities and comparison** M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. **M 1e Number Sense: Addition and subtraction** M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.

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Older Preschoolers (48 to 60+ months) Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). MTE-2d Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects). MTE-2e	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting. **M 1d Number Sense: Number quantities and comparison** M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. **M 1e Number Sense: Addition and subtraction** M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five.
Foundations for Algebraic Thinking	
Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.	
Infants (Birth to 12 months) Emerging	—
Younger Toddlers (8 to 21 months) Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area). MTE-3a Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm). MTE-3b	**M 5 Patterns: Copies, creates and extends patterns** M 5.2 Notices things that repeat in the environment. **M 6 Classification: Sorts and graphs** M 6.1 Notices when two objects are similar in some way. M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. **CA 1b Music: Develops rhythm**

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	CA 1b.4 Claps along to simple rhythm patterns.
Older Toddlers (18 to 36 months) Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another). MTE-3c Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm). MTE-3d	**M 5 Patterns: Copies, creates and extends patterns** M 5.2 Notices things that repeat in the environment. **M 6 Classification: Sorts and graphs** M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. M 6.3 Sorts objects by one feature. **CA 1b Music: Develops rhythm** CA 1b.5 Repeats simple rhythm patterns.
Younger Preschoolers (36 to 48 months) Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another). MTE-3e Identify familiar objects as the same or different. MTE-3f Recognize simple repeating patterns (AB type patterns) and attempt to repeat or extend them during play (repeat a movement pattern during a song, extend a line of blocks in alternating colors). MTE-3g	**M 5 Patterns: Copies, creates and extends patterns** M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
Older Preschoolers (48 to 60+ months) Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute). MTE-3h Describe, duplicate and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). MTE-3i	**M 5 Patterns: Copies, creates and extends patterns** M 5.4 Copies, creates and extends AB patterns. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.

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Show beginning abilities to create simple repeating patterns. MTE-3j	
Foundations for Geometry and Spatial Understanding	
Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement during play and other activities.	
Infants (Birth to 12 months) Examine different shapes by exploring (banging blocks on the floor, rolling balls). MTE-4a Attempt to put objects into other objects (such as putting pieces into holes or other spaces). MTE-4b	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.1 Tries to put one object inside another.
Younger Toddlers (8 to 21 months) Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). MTE-4c Put basic shapes into a shape sorter using trial and error. MTE-4d	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes. M 3.2 Matches two identical shapes. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.
Older Toddlers (18 to 36 months) Respond to and begin to use words describing positions (in, on, over, under, etc.). MTE-4e Name or match a few 2- and 3-dimensional shapes (circle, square, cylinder). MTE-4f Stack or line up blocks that are the same shape. MTE-4g Complete shape sorter with intention. MTE-4h	**M 3 Shapes: Identifies shapes and their characteristics** M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. **M 2b Spatial Awareness: Determines object location**

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	M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
Younger Preschoolers (36 to 48 months) Respond to and begin to use words describing positions (in, on, over, under, etc.). MTE-4i Name or match a few 2- and 3-dimensional shapes (circle, sphere, square, triangle, cone) and describe their differences. MTE-4j Stack or line up blocks that are the same shape. MTE-4k	**M 3 Shapes: Identifies shapes and their characteristics** M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes. **M 2b Spatial Awareness: Determines object location** M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self.
Older Preschoolers (48 to 60+ months) Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. MTE-4l Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). MTE-4m Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. MTE-4n Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). MTE-4o	**M 3 Shapes: Identifies shapes and their characteristics** M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. **M 2b Spatial Awareness: Determines object location** M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.
Foundations for Measurement and Data Analysis	
Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis	

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through comparing and interpreting data during play and other activities.	
Infants (Birth to 12 months) Examine objects of different sizes by exploring (touch, pick up, and move objects). MTE-5a	**M 4a Measurement: Measures and estimates** M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 4a.2 Explores size and weight of objects in relation to self.
Younger Toddlers (8 to 21 months) Participate in activities that compare the size and weight of objects. MTE-5b Engage in beginning explorations with temperature (quickly touching cold and warm items). MTE-5c	**M 4a Measurement: Measures and estimates** M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects.
Older Toddlers (18 to 36 months) Use size and amount words to label and compare objects, people, and collections (big truck, a lot of crackers, little baby). MTE-5d Engage in continued explorations with temperature. MTE-5e	**M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects.
Younger Preschoolers (36 to 48 months) Use descriptive language for size, length, or weight (short, tall, long, heavy, big). MTE-5f Compare the size or weight of two objects and identify which one is longer/taller/ heavier than the other (“That rock is heavier than this one. I can lift it.” “The snake is longer than the worm”). MTE-5g Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5h	**M 4a Measurement: Measures and estimates** M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. **SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.

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Describe the weather as hot or cold. (Engage in explorations with temperature). MTE-5i Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.). MTE-5j	
Older Preschoolers (48 to 60+ months) Use descriptive language for size, length, or weight (short, tall, long, heavy, big). MTE-5k Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string). MTE-5l Put a few objects in order by size, length or weight (arrange a group of 3 blocks in order from the shortest to the longest). MTE-5m Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5n Describe the weather as hot or cold. (Continue to engage in explorations with temperature). MTE-5o Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.). MTE-5p	**M 4a Measurement: Measures and estimates** M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. **M 4b Measurement: Compares and orders** M 4b.3 Compares and orders two to three objects. Identifies the first object. **SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.
Mathematical Thinking and Reasoning	
Goal MTE-6: Children use mathematical thinking to solve problems in their everyday environment.	
Infants (Birth to 12 months) Emerging	—

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Younger Toddlers (8 to 21 months) Emerging	—
Older Toddlers (18 to 36 months) Emerging	—
Younger Preschoolers (36 to 48 months) Seek answers to questions by using mathematical thinking (i.e. reasoning and problem solving) during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). MTE-6a Use drawing and concrete materials to represent and communicate mathematical ideas (draw many circles to show “lots of people,” put craft sticks in a pile to show the number of children who want crackers for snack). MTE-6b Develop and consistently use intentional strategies when working with knobbed puzzles and similar materials. MTE-6c	**SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.
Older Preschoolers (48 to 60+ months) Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®). MTE-6d Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question). MTE-6e	**SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.6 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. **LLD 7b Writing: Uses writing to represent meaning**

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Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have crackers so I got four more.”). MTE-6f Identify and describe strategies used to complete increasingly difficult puzzles (for example, when completing a floor puzzle, working on the edges first). MTE-6g	LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
Cognitive Development (CD)	
Construction of Knowledge: Thinking and Reasoning	
Goal CD-1: Children use their senses to construct knowledge about the world around them.	
Infants (Birth to 12 months) Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, pick up large objects). CD-1a Turn head or move toward sounds. CD-1b	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Younger Toddlers (8 to 21 months) Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth). CD-1c Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). CD-1d	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Older Toddlers (18 to 36 months) Explore objects and materials physically to learn about their properties. CD-1e	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

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Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel). CD-1f Express knowledge gathered with their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing). CD-1g	
Younger Preschoolers (36 to 48 months) Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1h Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1i Enjoy fantasy and make-believe and can sometimes distinguish appearance from reality (the person behind the mask remains the same person). CD-1j Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). CD-1k	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **M 6 Classification: Sorts and graphs** M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.
Older Preschoolers (48 to 60+ months) Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1l Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.

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can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1m Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1n Organize and use information through matching, grouping, and sequencing. CD-1o	
Goal CD-2: Children recall information and use it for addressing new situations and problems.	
Infants (Birth to 12 months) Search for objects that are hidden or partly hidden. CD-2a Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on a family member's shoulder when new person comes near). CD-2b Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle). CD-2c Repeat an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue "horsey ride"). CD-2d Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places. CD-2e	**SS 4 History & Sense of Time: Develops sense of time** SS 4.2 Indicates the beginning or ending of an event. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Younger Toddlers (8 to 21 months) Search in several places where an object has been hidden recently. CD-2f	**SS 4 History & Sense of Time: Develops sense of time** SS 4.2 Indicates the beginning or ending of an event.

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Notice a change in familiar objects, places, or events (frown at family member with a new haircut, look for furniture that was moved). CD-2g Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, “water” plants with pitcher). CD-2h Imitate behaviors they have seen in the past or in other places. CD-2i Identify objects and people in pictures by pointing or looking. CD-2j	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.
Older Toddlers (18 to 36 months) Search for objects in several places, even when not seen recently. CD-2k Show they remember people, objects, and events (tell about them, act them out, point out similar happenings). CD-2l Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack). CD-2m Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent). CD-2n	**SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.
Younger Preschoolers (36 to 48 months) Recognize whether a picture or object is the same as or different from something they have seen before. CD-2o Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). CD-2p Describe or act out a memory of a situation or action, with adult support. CD-2q	**SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.

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Make predictions about what will happen using what they know. CD-2r Introduce ideas or actions in play based on previous knowledge or experience. CD-2s Ask questions about why things happen and try to understand cause and effect. CD-2t	**SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Older Preschoolers (48 to 60+ months) Demonstrate their ability to apply what they know about everyday experiences. CD-2u Describe past events in an organized way, including details or personal reactions. CD-2v Improve their ability to make predictions and explain why things happen using what they know. CD-2w Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y Speculate and imagine what might happen next. CD-2z	**SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.6 Retells historical, fictional or past events or stories. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. **SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
Infants (Birth to 12 months)	**SED 3d Social relationships: Identifies and respects emotions of others**

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Show awareness of others' reactions to people, objects, and events. CD-3a Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object). CD-3b	SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. **ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to.
Younger Toddlers (8 to 21 months) Show awareness of others' feelings about things by looking to see how they react. CD-3c	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Older Toddlers (18 to 36 months) Use words like "think," "remember," and "pretend." CD-3d Talk about what they and other people want or like. CD-3e	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Younger Preschoolers (36 to 48 months) Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3f Use words like "think" and "know" to talk about thoughts and beliefs. CD-3g Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). CD-3h Remember and describe at the end of the day what they had done while at school. CD-3i	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.4 Explains how and why someone may be feeling a certain emotion. **SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
Older Preschoolers (48 to 60+ months)	**SED 3d Social relationships: Identifies and respects emotions of others**

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Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). CD-3j Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). CD-3k Use language to describe their thinking processes with adult support. CD-3l Work on a project over several days, solving problems and making their work more elaborate. CD-3m	SED 3d.6 Explains how self and others may feel similar or different in a variety of situations and explains why. **ATL 1b Attention & Persistence: Persists** ATL 1b.6 Persists on a challenging activity independently.
Creative Expression	
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.	
Infants (Birth to 12 months) Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music). CD-4a Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet). CD-4b	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. **CA 1c Music: Develops tone** CA 1c.1 Responds to sounds.
Younger Toddlers (8 to 21 months) Show interest or pleasure in response to images, objects, and music (say, “Aaah” and reach for a brightly colored picture, look at or reach toward fluttering leaves). CD-4c Participate in and explore a wide range of media (use finger paint, glue scraps of paper on another paper, dance to music). CD-4d	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. **CA 1c Music: Develops tone** CA 1c.1 Responds to sounds. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm.

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	CA 3a Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media.
Older Toddlers (18 to 36 months) Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4e Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4f	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Younger Preschoolers (36 to 48 months) Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4g Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4h	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play.

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Older Preschoolers (48 to 60+ months) Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4i Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). CD-4k Recognize the value of artistic expression and the role the arts play in people’s lives. CD-4l	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.	
Infants (Birth to 12 months) Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf). CD-5a Explore sensory properties of art media (smear paint, pat and pound dough). CD-5b Make a variety of sounds with simple instruments, toys, and their own voice. CD-5c	**CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 2a Dance & Movement: Expresses through dance** CA 2a.1 Uses body language to express feelings. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.1 Explores materials using gross motor movements and senses. **ATL 2b Flexibility & Play: Engages in play**

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Express themselves by moving their bodies (wave arms when excited, hug soft toy). CD-5d	ATL 2b.1 Explores and manipulates materials.
Younger Toddlers (8 to 21 months) Use hats and clothes for dress-up make-believe. CD-5e Explore art materials freely (make marks, squeeze clay, tear paper). CD-5f Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle). CD-5g Move to music in their own way. CD-5h	**CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.2 Uses hands and feet to explore a variety of media. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Older Toddlers (18 to 36 months) Recreate familiar scenes using play materials, language, and actions. CD-5i Experiment and create art with clay, crayons, markers, paint, and collage materials. CD-5j Make up simple nonsense songs, sign, chant, and dance (sing “la-la-la-la” on two pitches, twirl around and fall down, “march” by lifting knees high). CD-5k Express ideas and feelings through music, movement, and dance. CD-5l	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. **CA 2a Dance & Movement: Expresses through dance** CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.3 Uses materials to create shapes or symbols. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.

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Younger Preschoolers (36 to 48 months) Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5m Show creativity and imagination when using materials and assuming roles during pretend play. CD-5n Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. CD-5o Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. CD-5p Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. CD-5q	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.5 Uses artistic tools and media to create intentional designs or images. **CA 1b Music: Develops rhythm** CA 1b.4 Claps along to simple rhythm patterns. **CA 1c Music: Develops tone** CA 1c.4 Controls voice to mimic the melodic direction. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.4 Makes choices throughout the artistic process. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
Older Preschoolers (48 to 60+ months)	**CA 1a Music: Expresses through music**

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Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v	CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. **CA 2a Dance & Movement: Expresses through dance** CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.5 Uses artistic tools and media to create intentional designs or images. **CA 1b Music: Develops rhythm** CA 1b.5 Repeats simple rhythm patterns. **CA 1c Music: Develops tone** CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.5 Plans, designs and seeks materials to make a creation. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4a.6 With cues, performs a simple pre-planned drama.
Social Connections	
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.	

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Infants (Birth to 12 months) Intently observe actions of children, adults, pets, and objects nearby. CD-6a Seek family members, siblings, caregivers, and teachers for play and for meeting needs. CD-6b	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Younger Toddlers (8 to 21 months) Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine). CD-6c Know whom they can go to for help (regular caregiver vs. visitor, family member vs. neighbor). CD-6d	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. **SED 3a Social relationships: Develops relationships with adults** SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words.
Older Toddlers (18 to 36 months) Use play to show what they know about relationships and roles in families and other familiar contexts. CD-6e Talk about what others do during the day (“Mommy at work. Mimi at home.”). CD-6f Help with daily routines (put cups out for lunch, feed pets, wash tables). CD-6g	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Younger Preschoolers (36 to 48 months) Talk about close family members, name their relationships to each other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”). CD-6h	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.

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Adopt roles of family and community members during play, given support and realistic props. CD-6i Identify and talk about the roles of some community helpers (police, fire fighters, garbage collectors). CD-6j	SS 1a.5 Identifies roles of self and others and describes the job each may do. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Older Preschoolers (48 to 60+ months) Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play.
Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).	
Infants (Birth to 12 months) Show a clear preference for familiar people. CD-7a	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
Younger Toddlers (8 to 21 months)	**SS 1a Culture & Community: Identifies community and family roles.**

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Recognize children and others they spend a lot of time with (make sounds, say name, move toward or away from child). CD-7b	SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets. **SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers.
Older Toddlers (18 to 36 months) Put self into categories based on age, gender, and physical characteristics (“I’m a girl.” “I have long hair.”). CD-7c	**SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others. **SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self.
Younger Preschoolers (36 to 48 months) Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, “That’s my family,” or “I’m in Ms. Emily’s class.”). CD-7d	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.
Older Preschoolers (48 to 60+ months) Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.	
Infants (Birth to 12 months) Emerging	—
Younger Toddlers (8 to 21 months) Compare their own physical features with those of others by looking and touching. CD-8a	**SS 1c Culture & Community: Respects diversity** SS 1c.2 Explores people and their features, either in person or in pictures.
Older Toddlers (18 to 36 months)	**SS 1c Culture & Community: Respects diversity**

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Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics. CD-8b Show awareness of similarities and differences among people and families during play. CD-8c	SS 1c.3 Identifies similarities and differences between self and others.
Younger Preschoolers (36 to 48 months) Show acceptance of people who are different from themselves as well as people who are similar. CD-8d Given support and guidance, explore different cultural practices during play and planned activities. CD-8e	**SS 1c Culture & Community: Respects diversity** SS 1c.4 Respectfully participates in activities with others different than self. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.2 Participates in activities related to cultures or traditions.
Older Preschoolers (48 to 60+ months) Show acceptance of people who are different from themselves as well as people who are similar. CD-8f Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”). CD-8g Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h	**SS 1c Culture & Community: Respects diversity** SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.6 Explains and celebrates how individuals, families or cultures differ. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.
Goal CD-9: Children explore concepts connected with their daily experiences in their community.	
Infants (Birth to 12 months) Emerging	—

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Younger Toddlers (8 to 21 months) Emerging	—
Older Toddlers (18 to 36 months) Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police officer). CD-9a	**SS 3a Geography: Identifies types of places** SS 3a.3 Identifies a variety of familiar places in own community. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Younger Preschoolers (36 to 48 months) Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9b Notice changes that happen over time (seasons, self or others growing bigger). CD-9c Notice and talk about weather conditions. CD-9d With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). CD-9e	**SS 3a Geography: Identifies types of places** SS 3a.3 Identifies a variety of familiar places in own community. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Older Preschoolers (48 to 60+ months) Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9f Observe and talk about changes in themselves and their families over time. CD-9g Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). CD-9h	**SS 3a Geography: Identifies types of places** SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. **SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.

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Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.
Scientific Exploration and Knowledge	
Goal CD-10: Children observe and describe characteristics of living things and the physical world.	
Infants (Birth to 12 months) Observe and explore natural phenomena indoors and outdoors using all senses (rub hands over grass, lift face to feel wind, pat family dog, splash water). CD-10a	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.
Younger Toddlers (8 to 21 months) Use abilities to observe and explore natural phenomena indoors and outdoors with focus using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves). CD-10b	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.
Older Toddlers (18 to 36 months) Participate in the care of living things with guidance and support (water plants, help to feed the classroom pet). CD-10c Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors). CD-10d	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.

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Younger Preschoolers (36 to 48 months) Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). CD-10e Notice and react to the natural world and the outdoor environment. CD-10f Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. CD-10g Notice and describe current weather conditions. CD-10h Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). CD-10i Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper). CD-10j	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
Older Preschoolers (48 to 60+ months) Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-10k Notice and react to the natural world and the outdoor environment. CD-10l Describe some things plants and animals need to live and grow (sunlight, water, food). CD-10m Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-10n	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.

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Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-10o Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-10p Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-10q	SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.5 Manipulates matter and observes any physical changes that may occur. SCI 3b.6 Classifies and sorts materials by a variety of physical properties.
Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
Infants (Birth to 12 months) Gather information through sight, hearing, taste, smell, and touch. CD-11a Use multiple senses to focus intently on objects, displays, materials, or events. CD-11b	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
Younger Toddlers (8 to 21 months) Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon). CD-11c Use toys and other objects to make things happen (kick a ball, push a button on a toy). CD-11d Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth). CD-11e	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
Older Toddlers (18 to 36 months)	**SCI 1b Investigation & Inquiry: Observes, describes and records**

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Investigate differences between materials (sand, water, goop, moving air). CD-11f Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass). CD-11g Notice changes in materials when mixing and manipulating (paint, Play- Doh®, food ingredients). CD-11h	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.
Younger Preschoolers (36 to 48 months) Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-11i Observe objects, materials, and everyday events, and describe what they notice (temperature, texture, size, weight, color, etc.). CD-11j Ask questions to find out more about the natural world. CD-11k With guidance and support, use simple tools to investigate objects and materials (magnifying glass, sifter, ramps for rolling balls and cars). CD-11l Describe and predict changes that take place when mixing and manipulating materials. CD-11m	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.
Older Preschoolers (48 to 60+ months) Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-11n Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-11o	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**

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Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-11p Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-11q Make and check predictions through observations and experimentation, with adult support and guidance. CD-11r Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-11s Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. CD-11t Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float). CD-11u	SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks. **SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.

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Developmental Continuum of Skills

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

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

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

Mathematics

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

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

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

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