experience™
EARLY LEARNING

Alignment of the

Experience Developmental Continuum of Skills

with

South Dakota Early Learning Guidelines

experience baby™ experience toddler™ experience preschool™

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The Experience Developmental Continuum of Skills

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

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

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

Visit www.experiencecurriculum.com to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.



For more information about the research basis of the Experience Developmental Continuum of Skills please reference the Research Foundation Book, Edition 3.






Approaches to Learning (AL)	
Component 1: Curiosity, Information-Seeking, and Eagerness	
AL Goal – 1: Children demonstrate curiosity and eagerness and express interest in the world around them.	
Infants (Birth – 12 months) Begin to connect interests in the world through a trusted relationship (utters squeal of delight when adult brushes flower against cheek). Show interest in others (kicks feet excitedly when someone they care about approaches, smiles or gazes at adult). Show interest in themselves (look at self in mirror and plays with their feet). React to new sights, sounds, tastes, smells, and touches (turn head toward loud sound, repeatedly stick out tongue when tasting a new food).	**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 – 21 months) Watch a trusted person to gauge their level of curiosity and eagerness before interacting with objects or other people. Imitate facial expressions and movements of others. Show curiosity about their surroundings (points, facial expressions, simple words). Show delight when exploring and making things happen (clapping, smiling, repeating actions over and over).	**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.2 Attends to what others are looking at or pointing to.

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Enjoy sensory experiences (splashing water, tasting, touching, and shaking objects).	
Older Toddlers (18 – 36 months) Share objects of interest or discoveries with a trusted person. Discover things that interest and amaze them and seek to share them with others. Show enjoyment in what they have done. Watch what others are doing and often try to participate.	**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. **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 (33 – 48 months) Seek out a trusted person to approach something new. Discover things that interest and amaze them and express that interest to others. Share what they have done with others through verbal and nonverbal means (take adult or peer to the easel to see a painting). Show interest in a growing range of topics ideas, and tasks.	**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.
Older Preschoolers (45 – 60+ months) Share discoveries with a trusted person when reunited with that person at a later time. Demonstrate eagerness to find out more about other people, discover new things in their environment, and talk about these things with others.	**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. **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.

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Choose to participate in a wide assortment of activities and demonstrate willingness to try new experiences. Demonstrate interest in mastering new skills (writing name, riding a bike, dancing, building skills).	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
AL Goal – 2: Children actively seek to understand the world around them in play and everyday tasks.	
Infants (Birth – 12 months) Explore the indoor and outdoor environment using all senses – smell, hear, see, feel, and taste (puts objects in their mouth). Move toward interesting people, sounds, objects, and activities with appropriate supports.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
Younger Toddlers (8 – 21 months) Initiate activities that interest them and try to get others involved. Use toys and other objects to make things happen (kick a ball, push a button on a toy). Move toward people and things that are new and/or interesting. Seek information from adults by pointing or with a questioning look or sound.	**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 – 36 months) Seek more information about people and their surroundings (study and gaze at an object carefully, become absorbed in figuring out something in their environment).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**

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Use their whole body to learn (get mud or paint on themselves from head to toe, climb into a big, empty box). Communicate what they want to do or know using gestures, facial expressions, or simple questions (“What dat?”).	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 (33 – 48 months) Ask questions about the people and things around them. Use all available senses, tools, and multiple strategies to actively explore the environment (drop objects in water to see if they sink or float). Purposefully try different ways of doing things to see how they work (adjust blocks used as a ramp to make a ball roll faster and farther).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. **SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Older Preschoolers (45 – 60+ months) Ask questions and wonder about things that interest them (ask questions about future events, describe changes they notice in the seasons). Choose among different ways to explore the environment based on past experience (use a magnifying glass that they saw being used previously to explore something new). Use what they know from past experience to understand a current situation (get an umbrella to go outside because it is raining).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. **SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Component 2: Initiative, Effort, Engagement, and Persistence	

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AL Goal – 3: Children demonstrate initiative and effort in play and everyday tasks.	
Infants (Birth – 12 months) Communicate with sounds or movements to indicate preferences (make excited facial expressions or sounds for food they like; push away food they don't like). Independently explore the different qualities of an object (notice the sound of a rattle, exploring it further by putting in their mouth).	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.1 Reaches for a familiar object or toy. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs.
Younger Toddlers (8 – 21 months) Express choices with actions or simple language (points or reaches for desired objects or food options). Seek to repeat experiences they enjoy or those that result in feeling successful (climb up and down stairs). Try to help with self-care (brushing hair) and activities (turning pages in a book).	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. **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. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Older Toddlers (18 – 36 months) Select and carry out activities (choose to set the table, gather play dishes and food, and then feed the dolls). Show increasing interest in performing tasks independently (put on jacket, try to zip or button).	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option.

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Increase self-help skills (putting on clothes, feeding self, using a tissue).	**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.
Younger Preschoolers (33 – 48 months) Show increasing independence and initiative when making choices ("I want to go to blocks."). Express goals or plans and follow through on them ("I'm going to build a really tall tower."). Expand self-help skills, interest, and enjoyment in doing things on their own (brushing teeth, putting on boots).	**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 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option. **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.
Older Preschoolers (45 – 60+ months) Demonstrate increasing independence, initiative, self-direction, and purpose when making choices.("I'm going to the block area to make a track for my race car."). Demonstrate self-help skills, independently identifying and seeking things they need to complete activities or carry out play scenarios (gather supplies and create a sign for the block building they created). Set simple goals that extend over time, make plans and put effort into following through ("Let's make a rocket ship. We need blocks."). Move independently to another activity once their current activity is completed.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one's needs or personal preferences. **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. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.6 Transitions from one activity to the next and helps others through the transition.

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AL Goal – 4: Children are engaged and maintain focus in play and everyday tasks.	
Infants (Birth – 12 months) Focus and attend to people and things around them. Repeat interesting actions over and over (push button to make toy light up). Notice when the expected does not happen (makes disappointed sound when squeaky-toy does not make a sound when pushed).	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **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.
Younger Toddlers (8 – 21 months) 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). Focus on an interesting activity or interaction shared with adults for a short period of time.	**ATL 1a Attention & Persistence: Attends** ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently.
Older Toddlers (18 – 36 months) Focus on a person or a hands-on activity for a short period of time (stay focused long enough to fill several containers with sand). Continue to work on interesting activities while other things are going on around them.	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently.
Younger Preschoolers (33 – 48 months) Remain engaged in more complex activities they have chosen. Focus on age-appropriate activities for a short period of time, even with interruptions (continue painting after answering another child's question).	**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.

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Maintain interest and focus and return to an activity after a break.	
Older Preschoolers (45 – 60+ months) Consistently remain engaged in self-directed activities (finishes a card they chose to make for a loved one). Sometimes able to ignore irrelevant information when focusing on a task (sorting buttons by color regardless of shape).	**ATL 1a Attention & Persistence: Attends** ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions.
AL Goal – 5: Children persist at challenging activities in play and everyday tasks.	
Infants (Birth – 12 months) Try over and over to make things happen (make sounds to get attention, work to get something that is out of reach).	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem.
Younger Toddlers (8 – 21 months) Keep trying to accomplish tasks that they are not initially able to do (put objects inside container, use spoon, put on hat).	**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. **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.
Older Toddlers (18 – 36 months) Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit).	**ATL 1b Attention & Persistence: Persists** ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed.

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Seek help from others to complete a challenging activity.	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. **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.
Younger Preschoolers (33 – 48 months) 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). When experiencing difficulty with a challenging task, ask for and accept help from peers or adults (ask for help putting materials away on a high shelf; ask a friend for help in naming an unfamiliar animal in a book).	**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. **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.
Older Preschoolers (45 – 60+ months) Persists in working to complete tasks, trying different ways until successful (when a block tower falls, try putting the blocks together in a different way to build the tower again). Plan and follow through on longer-term tasks (planting a seed and caring for the plant). Keep trying until a challenging activity is completed, despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.6 Persists on a challenging activity independently. **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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Seek help and work cooperatively with others to complete a challenging activity (ask and work with peers to build a block bridge across the water table).	
Component 3: Risk-Taking, Problem-Solving, Flexibility, and Resiliency	
AL Goal – 6: Children are willing to try new and challenging experiences in play and everyday tasks.	
Infants (Birth – 12 months) Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. Look to adults for cues and proceed when reassured. Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to pick up crumb with pincer grasp).	**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. **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 – 21 months) Try unfamiliar experiences and interact with new people with a familiar adult nearby. Move away from a familiar adult to explore but check in frequently. Show interest in toys that offer a challenge and try to make them work.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **SED 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 – 36 months) Explore freely without a familiar adult nearby.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.

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Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide). Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle). Want to do things their own way (push an adult's hand away if the person is trying to help).	**ATL 1b Attention & Persistence: Persists** ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Younger Preschoolers (33 – 48 months) Express a belief that they can do things that are hard. Choose to participate in an increasing variety of new experiences when offered. Show flexibility by adapting to changes in routines and situations. Accept new challenges and opportunities when offered. Try things they are not sure they can do, while avoiding dangerous risks.	**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 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 (45 – 60+ months) Expand their sense of self-reliance. Approach new experiences independently. Ask to participate in new experiences that they have observed or heard about. Independently seek new challenges.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. SED 1c.6 Revisits a familiar task or activity with a different approach. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.

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Demonstrate resiliency and coping skills when faced with challenges (after spilling paint on their favorite shirt are able to help clean up and continue painting).	
AL Goal – 7: Children use a variety of strategies to solve problems in play and everyday tasks.	
Infants (Birth – 12 months) Try simple strategies to get what they want (make noise, move or reach toward things, reject unwanted item). Try a familiar action in a new activity (hit a button on a new toy, try to open an assortment of containers). Use trial and error to get something done, get what they want, or solve simple problems.	**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 – 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 desired toy from him/her, try to put a ball in a box—if it will not fit, gets a bigger box). After unsuccessful attempts to solve a problem, ask for help from an adult (point, gesture, or speak). Vary actions on purpose to solve a problem (bang then turn shape to fit in sorter, shake handle then pull). Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something).	**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.
Older Toddlers (18 – 36 months)	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.

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Try a variation of strategies to get what they want or solve a problem, often by trial and error. Recognize problems and make adjustments to actions to correct mistakes. Use language to obtain help to solve a problem (“My trike won’t go.”). 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).	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. **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 (33 – 48 months) Welcome new challenges (add additional pieces to a new construction toy). Seek and make use of ideas and help from adults and peers to solve problems. Purposefully attempt several different strategies when encountering difficulty during daily routines or when using materials. Talk to themselves to work through the steps to solve a problem. Recovers from setbacks with the support of an adult ("What happened?" "It fell over." "Should we build it again?" "Yeah, it's okay, let's build it again.").	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Older Preschoolers (45 – 60+ months) Describe the steps they will use to solve a problem. Apply their prior knowledge to evaluate different strategies for solving a problem.	**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.

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Explain how they reasoned and solved a problem to another person. Demonstrate satisfaction or delight when solving a problem or completing a task. Exhibit flexibility in considering alternative suggestions offered by others. Quickly recover from setbacks when working and playing with others.	**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.
Component 4: Play and Imagination	
AL Goal – 8: Children engage in increasingly complex play.	
Infants (Birth – 12 months) Engage in solitary play. Show interest in other children playing (watch, turn toward). Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”). Play with simple objects, using them to make sounds and explore cause and effect (shake a rattle-hear a sound, drop a spoon-caregiver picks it up). Begin to participate in give-and-take exchanges of sounds and gestures (known as “serve and return”).	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person. **LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. **SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers.
Younger Toddlers (8 – 21 months) Play alongside other children, sometimes imitating their actions.	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person. **CA 4a Drama: Participates in dramatic and symbolic play**

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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 a pretend car). Take turns in simple games (pat-a-cake, peek-a-boo). Offer toys and objects to others.	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. **SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo.
Older Toddlers (18 – 36 months) Try to involve other children in play (give a peer a ball). Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone). Play with others with a common purpose (play a chase game). Communicate about what is happening during pretend play ("He eating," point to a picture on a communication board when feeding a toy baby with a spoon, "Now go work," after putting on shoes and vest).	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.4 Uses an object as a replacement for a realistic prop or real object. **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 3b Social relationships: Develops relationships with peers** SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers.
Younger Preschoolers (33 – 48 months)	**ATL 2b Flexibility & Play: Engages in play**

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Engage in pretend play themes that include interacting with peers, but often these are not coordinated. Talk to peers and share materials during play. Engage in make-believe play with imaginary objects. Use language to begin and carry on play with others. Express knowledge of their everyday lives and culture through play (pretends to shop at a farmer's market and prepare a meal, pretends to fix hair the way their family styles hair).	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. **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. **LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. **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.
Older Preschoolers (45 – 60+ months) Develop and sustain more complex pretend play themes in cooperation with peers. Use more complex and varied language to share ideas and influence others during play. Choose to use new knowledge and skills during play (add features to pretend play scene related to current project, write list, build a structure like that displayed in a book they have read). Demonstrate their cultural values and "roles" through play (uses a blanket as a shawl while dancing).	**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. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **CA 4b Drama: Uses and creates props to represent other objects or ideas**

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	CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. **LLD 2b Communication: Uses conversational skills** LLD 2b.6 Initiates conversation with adults and peers.
AL Goal – 9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.	
Infants (Birth – 12 months) Use everyday household objects for play (spoons, pots and pans, plastic bowls). 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). React to unexpected events with laughter and interest.	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. **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.
Younger Toddlers (8 – 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).	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. **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 Toddlers (18 – 36 months) Broaden their use of art and construction materials and toys in new and unexpected ways (use a tambourine as a hat, cut playdough with scissors). Pretend to be somebody or something other than themselves (pretend to be an animal or another family member).	**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. **CA 4b Drama: Uses and creates props to represent other objects or ideas**

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Pretend one object is really something different (use Legos® as food while stirring a pot).	CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
Younger Preschoolers (33 – 48 months) Explore and experiment with a wide variety of materials and activities. Use imagination to try new ways of doing things and work with materials in creative ways. Use materials (art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in inventive ways. Experiment with language, musical sounds, and movement.	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. **ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. **CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.
Older Preschoolers (45 – 60+ months) Play pretend play scenarios and use or create a variety of roles, props, or tools to bring them to life. Use materials or actions in increasingly varied, creative, and resourceful ways to represent experiences or ideas. Develop creative solutions in play and daily situations. Make up stories, songs or dances for fun during play.	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. **CA 1a Music: Expresses through music** CA 1a.6 Communicates ideas by creating rhythm or melody. **CA 2a Dance & Movement: Expresses through dance** CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. **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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	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. **SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Social Development and Emotional Development (SDED)	
Component 1: Developing a Positive Sense of Self	
SDED Goal – 1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks.	
Infants (Birth – 12 months) Show awareness of their bodies (reach for toes on purpose). Show interest in their image in a mirror (smile, gaze, reach out to touch). Respond to their name(smile, kick feet, turn head). Express likes and dislikes (smile, cry, turn away, protest, wave hands, kick legs). Show they expect results from their actions (hit toy over and over to produce sound). Show pleasure at things they have done (wiggle, coo, laugh). Explore the environment with support from a familiar, trusted adult.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet. SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. **PD 4b Personal Care: Understands bodily functions** PD 4b.1 Explores body parts, such as hands and feet.

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Younger Toddlers (8 – 21 months) Begin to recognize some body parts by pointing when asked. Recognize self in a mirror (point to self, make faces in mirror). Express choices with gestures, signs, or words (select a toy they want). 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). Share what they have done with others and show them things they like. Explore their environment, occasionally “checking in” with a familiar, trusted adult.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. SED 1b.3 Expresses likes and dislikes. **SED 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. **PD 4b Personal Care: Understands bodily functions** PD 4b.2 Points to body parts when prompted.
Older Toddlers (18 – 36 months) Begin to name some body parts when asked (“Nose,” when adult asks, “What’s this?” while touches nose). Identify self by name or a personal pronoun (I, me). Express preferences and make choices (When offered an object they do not want, will respond “No!”). Use simple terms to describe their characteristics and what they can do. Show increasing confidence and pleasure with their accomplishments. Explore things that interest them in the environment.	**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. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. **ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project.

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	PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts.
Younger Preschoolers (33 – 48 months) Use more complex terms to describe body parts and physical characteristics (accurately identify “where it hurts”). Identify self by first and last name. Aware of the idea of ownership (“This is mine, that is yours.”). Describe self in positive terms, including what they like and dislike, what they can do, and what they have done. Demonstrate emerging sense of independence in their choices and confidence that they can do many things. Express a sense of belonging to a group (“There’s Destiny from my class.”).	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. **PD 4b Personal Care: Understands bodily functions** PD 4b.4 Describes the function of basic body parts. Can locate body pain. **SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.
Older Preschoolers (45 – 60+ months) Use detail to describe positive feelings about self, their physical characteristics, what they can do, and what they have accomplished in a variety of areas. Express preferences and explain reasons for choices. Express awareness that they are members of different groups (family, clan, preschool class).	**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. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.5 Describes and compares preferences of self and others. SED 1b.6 Expresses and advocates for one’s needs or personal preferences.

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Component 2: Developing Relationships	
SDED Goal – 2: Children form relationships and interact positively with familiar adults in play and everyday tasks.	
Infants (Birth – 12 months) Enjoy being held, cuddled, and talked to by familiar adults. Recognize and reach out to familiar people. Seek to be near trusted adults, stop crying when they come near. Show signs of separation anxiety when a familiar adult leaves. Make eye contact with others if culturally appropriate. Imitate sounds, facial expressions, or gestures they see other people do and wait for a response (peek-a-boo, hands up for “so big”).	**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 – 21 months) Show preference for and emotional connection with adults who take care of them on a regular basis (feel secure to explore and then “check in” with familiar adult while playing, greet family member with big hug, seek out adult when upset or uncertain, exhibit anxiety when adult leaves). Offer toys and objects to familiar adults. Use sounds and gestures to engage adults (initiate simple give-and-take interactions).	**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.
Older Toddlers (18 – 36 months)	**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.

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Form close relationships with their primary caregivers and other familiar adults. Seek help from trusted adults when upset (when fearful or having difficulty with something). Feel more secure and calm more quickly, when primary caregiver is with them. Use simple language to ask adults for help or to do something with them (sign or say “more” or “up.”).	SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. **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 (33 – 48 months) Seek out trusted adults for approval, emotional support, assistance, and help solving problems when needed. Show affection for adults they are close to and refer to them by name (“Hi Nana!”). Given time, form positive relationships with new teachers or caregivers. Show ease and comfort in their interactions with familiar adults.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. **SED 4a Problem-Solving: Solves problems** SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.
Older Preschoolers (45 – 60+ months) Seek out and accept help from trusted adults as needed for emotional support, approval, assistance, social interaction, and help solving problems. Build and strengthen positive relationships with new teachers or caregivers over time. Use language effectively to converse with familiar adults, to ask for help, or to do something.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. SED 3a.6 Identifies trusted adults in the community and describes when to seek help. **LLD 2b Communication: Uses conversational skills** LLD 2b.6 Initiates conversation with adults and peers.

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SDED Goal – 3: Children form relationships and interact positively with other children in play and everyday tasks.	
Infants (Birth – 12 months) Notice other infants and children (turning and looking in their direction, reaching out for them). Interact and move toward other familiar children when mobile. Imitate sounds, expressions, or gestures when interacting with other children (shared smiling, squealing, clapping).	**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.
Younger Toddlers (8 – 21 months) Show delight when familiar peers arrive. Enjoy playing alongside other children. Imitate actions of older siblings and playmates. Offer toys and objects to other children.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.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 – 36 months) Show positive emotion and turn taking, with guidance and support, when playing with familiar playmates. Show affection or preference for particular children (spontaneously hug, call another child a friend). Remember and use names of familiar playmates.	**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.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.

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Use appropriate words to influence playmates' behavior ("Play with me." "Please stop."). Participate in play with other children.	**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 (33 – 48 months) Demonstrate developing social skills with guidance and support when interacting with other children (improving turn-taking, conflict-resolution, sharing). Form and maintain friendships with a few other children. Identify another child as a friend. Begin to initiate positive interactions and play with other children. Seek comfort from and give support to familiar children. Begin to demonstrate a respect for the rights and property of others (ask to play with someone else's toy). Notice and accept similarities and differences among people, including people who have disabilities and those from different cultures (hair color, gender, or favorite activities).	**SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for 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. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others. **SS 2b Civics & Economics: Understands concepts of money and economics**

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	SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money.
Older Preschoolers (45 – 60+ months) Demonstrate social skills when interacting with other children (turn-taking, conflict-resolution, sharing). Form and maintain friendships with other children of diverse cultural backgrounds, abilities, and genders. Can name qualities that make a good friend. Have effective back-and-forth conversations, negotiate, and plan with other children. Play, interact, and make decisions collaboratively with other children in pairs and small groups (work on project together, exchange ideas). Express respect and caring for all people, celebrating similarities and differences among people of all abilities and cultures.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. SED 3b.6 Describes personal friendships and meaningful relationships. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. **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. **LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. **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. SS 1c.6 Explains and celebrates how individuals, families or cultures differ.
Component 3: Self-Regulation and Pro-Social Behaviors	
SDED Goal – 4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks.	

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Infants (Birth – 12 months) Use gestures and sounds to get another person to do something (cries, points to cup they want).	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver. **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.1 Uses vocalizations and gestures to communicate.
Younger Toddlers (8 – 21 months) Use gestures, sounds, objects, or simple words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). Begin to follow simple directions ("It's time to bring me your shoes so we can go outside."). Control impulses some of the time (look at forbidden object and say, "no, no" or allow adult to direct them to a different activity). Accept adult help to resolve problems and conflicts and cooperate when an adult redirects them from a situation that poses a problem.	**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 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.2 Responds to simple guidance on safe and kind choices. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction. **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 – 36 months) Demonstrate pro-social behaviors, participate in routines, and transition from one activity to the next with adult guidance and support (need adult reminders to self-regulate and return toy they have taken from another child).	**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 2b Self-Regulation: Follows routines and transitions** SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.

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Adjust their behavior to fit situations (tiptoe near a sleeping baby, use a quieter voice inside, runs outside). Accept limits and redirection (accepts “no” and moves onto another activity without getting overly upset). Evaluate own and others’ actions as right or wrong (pointing out that another child is climbing on the table). Show caring and cooperation (help to put away toys, offer to help another person). Wait for a short time to get what they want (a snack), with guidance and support.	**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.6 Identifies roles of self and others during group tasks or activities. Offers to help others. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.2 Responds to simple guidance on safe and kind choices.
Younger Preschoolers (33 – 48 months) Demonstrate pro-social behaviors (waiting for a turn), participate in routines, and transition smoothly from one activity to the next with some adult guidance and support. Often make requests clearly and effectively. Show awareness that their actions affect others (move carefully around peer's block structure). Wait for a short time to get what they want (a turn with a toy). Work to resolve conflicts effectively, with guidance and support.	**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 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. **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 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.4 With adult support, lists choices or solutions before making a decision.

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Older Preschoolers (45 – 60+ months) Demonstrates pro-social behaviors, participate in routines, and transition smoothly from one activity to the next with minimal support. Make requests clearly and effectively most of the time. Balance own needs with those of others in the group most of the time. Anticipate consequences of their actions and plan ways to solve problems effectively, with a small amount of guidance and support. Use a variety of strategies to solve conflicts with increasing independence and show greater understanding of when to bring a problem to an adult. Defend self while respecting the rights of others. Play independently, in pairs, and cooperatively in small groups. Initiate play and know how to enter a group of children who are already involved in play. Show social support through encouraging words or actions ("I'll be your friend.").	**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 2b Self-Regulation: Follows routines and transitions** SED 2b.6 Transitions from one activity to the next and helps others through the transition. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. **SED 4a Problem-Solving: Solves problems** SED 4a.6 Eliminates possible solutions to a problem by thinking through their potential results and consequences. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.6 Considers others' feelings when making decisions. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one's needs or personal preferences.
SDED Goal – 5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks.	
Infants (Birth – 12 months) Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss).	**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**

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Soothe self (suck thumb or pacifier, shift attention, rock back and forth, rub hands together, snuggle with soft toy).	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.
Younger Toddlers (8 – 21 months) Use body language, facial expression, simple words or signs to communicate needs and feelings (clap when happy, shout “Whee!” when excited). Separate from parent or main caregiver without being overcome by stress. Find comfort and calm down in a familiar setting or with a familiar person.	**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.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 – 36 months) Frequently use simple words or signs to communicate needs and feelings. Manage emotions and control impulses with guidance and support (instead of hitting says, “I don’t like that!” or waits by door instead of running ahead when excited to go out). Display emotional outbursts less often. Use physical ways of expressing themselves when their feelings are intense (jumping up and down when excited).	**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 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 (33 – 48 months) Use words or signs to express their needs and feelings most of the time.	**SED 1d Self-Awareness: Identifies emotions** 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**

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Suggest reasons for their feelings (“I’m sad because Grandma’ s leaving.” “That makes me mad when you do that!”). Manage emotions, control impulses, and calm themselves with adult support and guidance.	SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.
Older Preschoolers (45 – 60+ months) Use increasingly more complex vocabulary to express their feelings, as well as to identify the emotions of others. Describe 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.”). Manage emotions, control impulses, and delay gratification with minimal support, coming up with possible problem-solving strategies and solutions for managing their frustrations, calming, and regulating themselves.	**SED 1d Self-Awareness: Identifies emotions** 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. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
SDED Goal – 6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.	
Infants (Birth – 12 months) Become upset when another infant is crying. Respond differently to positive vs. negative emotional expressions of others.	**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 – 21 months) Try to comfort another child or adult who is upset (bring a comfort object, stroke the person on the back).	**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.

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Look at familiar adults to see how the they are feeling (look to see if the adult is upset after they spill a drink). Match their tone and emotions to that of others during interactions.	SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Older Toddlers (18 – 36 months) Use simple words and/or actions to comfort another child or adult who is upset (provide a comfort object, hugging a peer who is crying and says, “okay?”). Show concern for others (share a toy with someone who doesn’t have one). Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). Recognize facial expressions or actions associated with different emotions.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.2 Explores different facial expressions, such as in pictures. SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.
Younger Preschoolers (33 – 48 months) Use words to comfort another child or adult who is upset (bring a comfort object, pat the person on the back and ask, “Are you okay?”). Use words and/or actions to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). With guidance and support, show respect for others’ feelings and points of view (work out conflicts, listen to opinions expressed by others).	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.6 Considers others’ feelings when making decisions.

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Older Preschoolers (45 – 60+ months) Communicate understanding, empathy, and support for others' feelings. Show awareness that their behavior can affect the feelings of others ("I didn't mean to hurt you when I threw that."). Choose to act in ways that show respect for others' feelings and points of view most of the time (complement each other during play, work out conflicts, show respect for opinions expressed by others). Recognize that everyone has emotions, and that other people may not feel the same way they do about everything.	**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 3d.6 Explains how self and others may feel similar or different in a variety of situations and explains why. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.6 Considers others' feelings when making decisions.
Communication, Language, and Literacy (CLL)	
Component 1: Communicating and Oral Language Development	
CLL Goal – 1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.	
Infants (Birth – 12 months) Respond to familiar faces, voices, or simple sign language by looking or making eye contact. Briefly pay attention to the same object the adult is looking at. Communicate nonverbally by repeatedly using actions to let adults know what they want (reach out arms to ask to be held). Respond to simple requests ("Do you want more?") with sounds, actions, or simple sign language.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. **LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking. **ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to.

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Engage in turn-taking during social and vocal play with adults and other children (babbling, imitating facial expressions).	
Younger Toddlers (8 – 21 months) Respond to gestures, facial expressions, and tone of voice, with words or simple sign language. Establish joint attention by repeated cycles of looking at an object, at the adult, then back at the object. Use sounds, actions, or simple words to initiate interaction and simple conversation with another person to meet needs. Follow simple directions and visual cues (“Pick your favorite book and I’ll read it to you.”). Respond to simple statements and questions about pictures, play, people, and happenings.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **LLD 2b Communication: Uses conversational skills** LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. **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. **ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to.
Older Toddlers (18 – 36 months) Respond when others initiate conversation, as well as to their gestures, facial expressions, and tone of voice using a larger selection of words or signs. Engage in short back and forth conversations with adults and peers. Ask questions or use verbal or nonverbal cues to initiate communication with another to meet needs. Follow two-step directions with visual cues if needed (“First, return this book to the shelf and then come outside with me.”).	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. **LLD 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. **LLD 1b Listening: Follows directions**

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Answer and ask simple questions (“What were you playing with?” “My blue truck.”).	LLD 1b.3 Follows related two-step directions given verbally.
Younger Preschoolers (33 – 48 months) With prompting and support, initiate and carry on conversations, make comments, and ask questions related to the topic of discussion. With prompting and support, provide responses to questions and pose questions to learn new information, clarify ideas, and have their needs met. Follow simple multi-step directions with visual cues if needed. Show understanding of increasingly complex sentences. Demonstrate motivation to communicate in play and everyday activities (excitedly describe block structure they are working on as adult sits down to join them).	**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 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. **LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **LLD 1b Listening: Follows directions** LLD 1b.5 With prompting, follows multi-step directions given verbally.
Older Preschoolers (45 – 60+ months) Initiate and engage in conversation and discussions with adults and other children that include multiple back-and-forth exchanges. Participate in a group discussion, making comments and asking questions related to the topic. Provide meaningful responses to questions and pose questions to learn new information, clarify ideas, and have their needs met. Follow multi-step directions that contain details (“Please go to your room, find your blue shirt and put the dirty one in the laundry basket.”). Appreciate and use humor.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. **LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers. **LLD 1a Listening: Understands and interprets language** LLD 1a.6 Shows understanding of a series of complex statements that explain how or why. **LLD 1b Listening: Follows directions** LLD 1b.6 Follows multi-step directions given verbally.

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CLL Goal – 2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language.	
Infants (Birth – 12 months) Make different sounds and actions for different purposes (coo to gain someone's attention, whimper when wet, cry loudly when hungry). "Babble" and pretend to talk using many sounds or simple sign language from the languages used around them.	**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.
Younger Toddlers (8 – 21 months) Communicate through facial expressions, sounds, and body movements, such as waving and nodding. Expect others to understand them and show frustration if not understood. "Babble" and put together vocalizations mimicking the rhythm and flow of their home language.	**LLD 2c Communication: Uses sentence structure** LLD 2c.1 Mimics single sounds. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.1 Babbles and vocalizes using sound, volume and inflection. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.2 Imitates or repeats sounds and tones.
Older Toddlers (18 – 36 months) Communicate messages with expression, tone, and inflection. Use speech that is understood most of the time by familiar listeners. Communicate in two-to-three-word sentences that follow the word order of their home language.	**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 (33 – 48 months)	**LLD 2c Communication: Uses sentence structure**

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Communicate messages with expression, tone, volume, and inflection appropriate to the situation most of the time. Speak clearly enough to be understood by familiar adults and children. Communicate in longer sentences and use many of the conventions of grammar in their home language (plurals, tenses, prepositions), although may over-generalize grammatical rules.(“There are lots of childs in our room.” or “Hims sad.”).	LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences. LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.
Older Preschoolers (45 – 60+ months) Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). Speak clearly enough to be understood by most people, although may make some pronunciation errors. Use complete sentences that are grammatically correct most of the time to express ideas, feelings, and intentions.	**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.
CLL Goal – 3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.	
Infants (Birth – 12 months) Make specific sounds, facial expressions, and/or gestures for certain people and objects. Imitate sounds, words, and gestures. Recognize spoken or signed words used for common items, people, and actions.	**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** LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.

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Younger Toddlers (8 – 21 months) Show steady increase in words they use (name family members and familiar objects). Use simple words to label people and objects and make requests (“doggy,” “more,” “all done”). Imitate familiar people, as well as repeating parts of songs and rhymes. Respond to simple spoken or signed words and phrases that they hear often.	**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. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted.
Older Toddlers (18 – 36 months) Use new words each day and have a word for almost all familiar people, objects, actions, conditions, and concepts (Gramma, chilly, big, little, in, out). Talk to themselves and others about what they are doing, and events of the day. Participate in or repeat familiar songs, chants, or rhymes. Use words, actions, or signs to communicate during dramatic play to act out familiar scenes and events and imitate familiar people.	**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 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Younger Preschoolers (33 – 48 months) Use many newly acquired words to describe meaningful objects and activities in their environment, including words for parts of objects (tail, paw) and more than one word for the same object (cat, kitty).	**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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Describe experiences and create short stories. Repeat familiar songs, chants, or rhymes. Use simple phrases and responses to peers in their dramatic play as they imitate familiar people and events. Demonstrate understanding of an increasingly rich vocabulary. Use cues in the environment to figure out what words mean (such as the word “breeze” when out flying kites and adult says, “Wow, look at your kite flying in the breeze!”). Make up names for things using words they know (froggy-fish for tadpole).	**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 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play.
Older Preschoolers (45 – 60+ months) Use increasingly rich and sophisticated vocabulary to clearly express their thoughts (using two or more new words each day in play and meaningful contexts). Tell real or imaginary stories with more detail. Independently sing or create their own songs, chants, and rhymes. Act out defined roles and storylines in dramatic play with back-and-forth dialogue with each other. Use new subject-specific words after repeated exposure to meaningful experiences and vocabulary (after playing with blocks, ramps and balls with an adult, talks about ramps and inclines).	**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. **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. **CA 1a Music: Expresses through music** CA 1a.6 Communicates ideas by creating rhythm or melody. **CA 4a Drama: Participates in dramatic and symbolic play**

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Infer the meaning of new words from the context in which they are used (figuring out the correct names for two new foods when the adult says, “Today we’re having tortillas with beans and empanadas with sauce” by distinguishing between the beans and sauce). Name other words for objects and actions (walk - stroll) and accurately choose the most appropriate term from two similar words (“It’s not just warm, it’s burning hot!”). Put similar words into categories (hat, mitten, coat, boot). Name common opposites for some words.	CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
Component 2: Foundations for Reading	
CLL Goal – 4: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities.	
Infants (Birth – 12 months) Pat and chew on cloth, plastic, and board books. Look at pictures of faces and simple objects in books and other print media. Listen to simple and repetitive books, stories, and songs.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. **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 – 21 months) Explore reading behaviors with assistance (choosing books, opening and closing books, or turning individual or grouped pages in a book).	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.

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Show interest in picture books, especially tactile books, point to pictures. Listen to simple and repetitive books, stories, and songs for brief periods of time (may join as adult finishes a short book with another child). Carry books around and ask adult to read favorite books aloud.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult.
Older Toddlers (18 – 36 months) Explore reading behaviors independently (choosing books, opening and closing books, or turning individual or grouped pages in a book). Show interest in choosing and exploring different types of books. Listen for short periods of time to storybooks, informational books, stories, poetry, songs and finger plays (child enjoys several minutes as adult reads short book to a few children but may leave before the end).	**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 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult.
Younger Preschoolers (33 – 48 months) Engage in reading behaviors independently for several minutes at a time. Show an interest in words and printed materials and other reading-related activities. Listen to and discuss storybooks, simple information books, and poetry with a small group or individually with an adult. Identify an assortment of print resources, such as books and magazines.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories.

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Older Preschoolers (45 – 60+ months) Engage in reading behaviors independently with increased focus for longer periods of time. Demonstrate motivation, interest and enjoyment in reading books and other printed materials, acting out stories while engaged in play independently and with others. Listen to and discuss increasingly complex story books, information books, and poetry. Identify an assortment of print resources, including books, magazines, invitations, and cards, as well as e-books and other electronic media if available. Point to title of book when asked after adult has read title and author.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
CLL Goal – 5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.	
Infants (Birth – 12 months) Show recognition or delight when adult reads a familiar story or sings a familiar song.	**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 – 21 months) Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays. Make appropriate sounds when looking at pictures (when looking at a duck says, “Quack, quack.” or car says, “Vrrrrooom.”).	**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**

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Looks at most pages as adult reads short book.	LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.
Older Toddlers (18 – 36 months) While being read to by an adult, chime in by saying the word or repeated line in a book. Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. With support, share personal experiences that relate to events described in familiar books.	**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. **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.
Younger Preschoolers (33 – 48 months) Imitate repeated phrases in storybooks and story dialogue with some accuracy and detail. Discuss storybooks by responding to questions about what is happening and predicting what will happen next, with prompting and support from an adult. Use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information, with prompting and support from an adult. Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts. Relate personal experiences to events described in familiar books, with prompting and support. Ask questions about a story or the information in a book. Describe what they like or don’t like in a story or book.	**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. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.

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Older Preschoolers (45 – 60+ months) Retell a story from a familiar book and relate it to real-life experiences, with prompting and support from an adult. Make predictions of next steps in a story. Name two or more similarities and differences between two characters, their experiences, or settings, when prompted by an adult. Use informational texts and other media to learn about the world, infer from illustrations, ask questions, and talk about the information. Use knowledge of the world to make sense of more challenging texts. Relate personal experiences to an increasing variety of events described in familiar and new books. Ask more focused and detailed questions about a story or the information in a book. Give a reason for liking, or not liking, a story or book.	**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. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.
CLL Goal – 6: Through their explorations, play, and social interactions, children begin to recognize basic concepts of print and that they can get meaning from print.	
Infants (Birth – 12 months) Explore books and paper by tasting, mouthing, crumpling, banging, and patting. Look at pictures while cuddling with adult.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read.
Younger Toddlers (8 – 21 months)	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text**

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Sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book). Turn pages (but not always in the right order) or point to and label pictures in books. Show awareness of and identify some environmental print and logos (favorite cereal box, a sign for a familiar store).	LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
Older Toddlers (18 – 36 months) Hold a book upright, turn some pages from front to back (but not always in the right order), close book, and say, “done” or “the end.” Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures and print. 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 a daily schedule, when looking at a symbol of hand-washing near a sink, says, “Wash hands.”). Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play. When looking at a menu, says, “I want oranges.”).	**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.
Younger Preschoolers (33 – 48 months) Demonstrate book-handling skills, such as holding a book right-side up and turning pages from front to back. Recognize that print occurs in different forms and is used for a range of functions, such as telling people what to do, where to store things, and when they will have a turn with prompting and support from an adult.	**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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Recognize familiar environmental print, such as “STOP” signs, and realize the meaning of the words.	
Older Preschoolers (45 – 60+ months) Hold a book upright while turning pages one by one from front to back. Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). Run their finger under or over print as they pretend to read text, with prompting and support from an adult. Recognize own first name in print and that of some friends. Demonstrate knowledge that a symbol can represent something else; a word can stand for an object, a name for a person, or a picture for the real object (put blocks away on shelf labeled “blocks”).	**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 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words. **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.
CLL Goal – 7: Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness.	
Infants (Birth – 12 months) Imitate and take turns with adults making different sounds. Explore and play with sounds by themselves and with others (make “raspberries” and other sounds).	**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 – 21 months) Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures.	**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**

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Express interest and sing along, clap, or move with rhyming and rhythmic songs.	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.3 Claps to beat. May not always be consistent.
Older Toddlers (18 – 36 months) Play with the sounds of language with another person (name and rhyming games, imitating rhyming words). Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. Notice sounds that are the same and different.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song. **CA 1b Music: Develops rhythm** CA 1b.4 Claps along to simple rhythm patterns.
Younger Preschoolers (33 – 48 months) Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). Participate in rhyming and rhythmic experiences with books and other media, learning words and refrains well enough to repeat them and fill in missing words and sounds. Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. Identify sounds and words in their daily environment.	**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. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.3 Shows awareness of separate words in spoken language. **CA 1b Music: Develops rhythm** CA 1b.5 Repeats simple rhythm patterns.
Older Preschoolers (45 – 60+ months) Show joy in playing with the sounds of language, repeating songs, poems, finger plays, and rhymes, occasionally adding their own rhymes.	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.4 Identifies and produces words that have the same beginning sound. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme.

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Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (clapping out each syllable of pup-py, di-no-saur). Repeat familiar songs, rhymes, and phrases from favorite storybooks. Discriminate sounds in spoken language, recognizing rhyming sounds and the first sounds in some words. Listen and respond to conversations with adults and other children during play. Listen attentively to books and stories.	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.
CLL Goal – 8: Through their explorations, play, and social interactions, children develop knowledge of letters and the alphabetic principle.	
Infants (Birth – 12 months) Emerging as they show interest or enjoyment in books with familiar rhymes and sounds (“Wheels on the Bus” book, animal or transportation sounds).	**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 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs.
Younger Toddlers (8 – 21 months) May point to print (such as their name) in everyday interactions.	**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.
Older Toddlers (18 – 36 months) Demonstrate an interest in letters by asking about and/or naming letters they encounter on objects in their environment (recognizing the big M on the McDonald’s sign).	**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.

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Younger Preschoolers (33 – 48 months) Demonstrate interest in learning the alphabet (draw abstract symbols on paper and ask adult, “What does this say?”). Recognize and name some letters of the alphabet, especially those in their own name (may initially think all words starting with the first letter in their name IS their name). Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.
Older Preschoolers (45 – 60+ months) Demonstrate knowledge of the alphabetic principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet. Recognize and name at least half of both upper- and lower-case letters of the alphabet, including those in their own name and other words that are the most meaningful to them. Make some sound-to-letter matches, using letter name knowledge (notice the letter “b” with a ball and say, “b-b-ball,” say, “a-a-apple.”). 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.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.4 Identifies and produces words that have the same beginning sound.
Component 3: Foundations for Writing	
CLL Goal – 9: Through their explorations, play, and social interactions, children use writing and drawing as means of communication.	
Infants (Birth – 12 months)	**LLD 7a Writing: Emergent writing**

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Make random marks with safe, simple writing tool with the support of an adult.	LLD 7a.1 With adult support, makes a mark with a writing tool or other material. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
Younger Toddlers (8 – 21 months) Make marks and scribbles using assorted simple writing tools (large crayons, thick-handle paint brush).	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
Older Toddlers (18 – 36 months) Pretend to write in ways that mimic adult writing (scribble on paper while sitting with adult who is writing, hold phone to ear and make marks with pencil).	**LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person.
Younger Preschoolers (33 – 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). Communicate their thoughts for an adult to write, with prompting and support. Engage in writing behaviors that imitate real-life situations (make marks to take food order during pretend restaurant play). Explore typing letters on keyboard or another electronic device.	**LLD 7a Writing: Emergent writing** LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.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. **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 (45 – 60+ months)	**LLD 7a Writing: Emergent writing**

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Represent thoughts and ideas in drawings and by writing letters or letter-like forms. Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate their thoughts, stories, and experiences for an adult to write. Independently engage in writing behaviors for various purposes (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). Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, computers and other electronic devices.	LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
CLL Goal – 10: Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.	
Infants (Birth – 12 months) Watch as others write and draw.	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
Younger Toddlers (8 – 21 months) Hold marker or crayon with the fist. Dot or scribble with crayons, and other materials; may progress to vertical lines, marks, or other forms of expression.	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write. **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.
Older Toddlers (18 – 36 months)	**LLD 7a Writing: Emergent writing**

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Explore a variety of tools that can be used for writing and transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. Scribble and/or imitate an adult's marks with markers, crayons, paints, etc.	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. **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 (33 – 48 months) Use an assortment of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers). Make marks they call "writing" that look different from drawings (vertical series of marks for a "grocery list" or horizontal line of marks for a "story"). Play with writing letters and making letter-like forms, using letters and letter-like marks to write their name. 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 book or where multiple letters are present).	**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 2.4 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. **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.
Older Preschoolers (45 – 60+ months) Use an assortment of writing tools and materials with increasing precision. Use drawing to represent their ideas and begin to use some recognizable letters and approximations of letters to attempt to write some familiar words and communicate a message.	**LLD 7a Writing: Emergent writing** LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.

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Attempt to write their own name using a variety of materials (crayons, markers, in sand or shaving cream). Try to connect the sounds in spoken words with letters in the written word (write “M” and say, “This is Mommy.”). Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.
Component 4: Learning New Languages	
CLL Goal – 11: Through their explorations, play, and social interactions, children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.	
Infants (Birth – 12 months) Emerging as infants listen to the sounds of their home language and other languages they hear.	**SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.1 Pre-Production: Responds to cues, such as gestures and visualizations. **SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.1 Pre-Production: Observes interactions in target language, but may not participate. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.1 Pre-Production: Uses cues and gestures to understand interactions in target language. **SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language**

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	SLA 1c.1 Pre-Production: Uses cues and gestures to understand interactions in target language.
Younger Toddlers (8 – 21 months) Emerging as young toddlers listen to and repeat the sounds of their home language and other languages they hear.	**SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.1 Pre-Production: Responds to cues, such as gestures and visualizations. **SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.1 Pre-Production: Observes interactions in target language, but may not participate. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.1 Pre-Production: Uses cues and gestures to understand interactions in target language. SLA 1b.2 Early Production: Asks for repetition of target language to clarify understanding. **SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language** SLA 1c.2 Early Production: Repeats often heard words in target language.
Older Toddlers (18 – 36 months) Emerging as older toddlers listen to and repeat the sounds and simple words of their home language and other languages they hear.	**SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.2 Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues. **SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.1 Pre-Production: Observes interactions in target language, but may not participate.

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	SLA 1b Second Language Acquisition: Demonstrates initiative with target language SLA 1b.1 Pre-Production: Uses cues and gestures to understand interactions in target language. SLA 1b.2 Early Production: Asks for repetition of target language to clarify understanding. **SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language** SLA 1c.2 Early Production: Repeats often heard words in target language.
Younger Preschoolers (33 – 48 months) Listen to peers and adults speaking in other languages to learn new information and show some understanding of the new language. Engage in nonverbal communication with those who speak a language other than their home language. Use simple words and phrases in a language other than their home language to communicate with adults and other children.	**SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.2 Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues. **SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.2 Early Production: When prompted, uses gestures and words in target language to participate in group interactions. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.2 Early Production: Asks for repetition of target language to clarify understanding. **SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language** SLA 1c.2 Early Production: Repeats often heard words in target language. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language**

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	SLA 2b.1 Pre-Production: Uses cues, gestures and visualizations to communicate. SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate.
Older Preschoolers (45 – 60+ months) Name at least one example of a language other than their home language. Say simple greetings in another language, such as “Hola” (“hello” in Spanish) and “Adios” (“goodbye” in Spanish) or use sign language to express a greeting. Play with sounds and intonation of new languages as well as their home language. Identify names of common objects in the environment in a language other than their home language.	**SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.2 Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues. **SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.2 Early Production: When prompted, uses gestures and words in target language to participate in group interactions. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.2 Early Production: Asks for repetition of target language to clarify understanding. **SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language** SLA 1c.2 Early Production: Repeats often heard words in target language. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate.
Cognitive Development (CD)	
Component 1: Construction of Knowledge: Thinking and Reasoning	

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CD Goal – 1: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them.	
Infants (Birth – 12 months) Discover the world around them by actively exploring objects (putting toys in mouth, watching, waving, banging objects, dumping, picking up and dropping objects). Turn head or move toward sounds. Notice consequences of their actions (open and shut cabinet door, drop spoon and watch it fall).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.1 Uses senses to explore objects in an immediate environment. SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Younger Toddlers (8 – 21 months) Actively explore objects by handling them in many ways (moving, carrying, filling, pouring, smelling, and putting in mouth). Explore space with their bodies (fit self into large box, crawl under table, climb over objects). Link actions together in simple combinations (put cover on pot, put doll in crib and rock).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.1 Uses senses to explore objects in an immediate environment. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.
Older Toddlers (18 – 36 months) Explore and experiment with objects and materials to learn about their properties. Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 3b Physical Science: Explores the physical properties of materials**

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Put together multiple combinations of actions and objects (put toothpaste on brush and brush teeth). Share simple concepts they have discovered 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).	SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature. **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 (33 – 48 months) Intentionally explore and investigate objects, tools, and materials to learn about their properties (weigh an object, observe something from the top and from the bottom). Share something they have discovered through their senses using play, art, language, and other forms of representation (“This smells like the flower at Grandma’s.”). Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail).	**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 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. **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. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
Older Preschoolers (45 – 60+ months) Intentionally explore objects, tools, and materials and make simple comparisons about their properties (compare the weight of two objects on a balance scale). Express knowledge gathered through their senses using play, art, language, and other forms of representation in a way that communicates their thoughts to others (dance like a thunderstorm).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon. **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.

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Distinguish appearance from reality (the person behind a mask is still the same person, recognize that a make-believe story was not real). Organize and use information through matching, grouping, and sequencing.	**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 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. **M 6 Classification: Sorts and graphs** M 6.4 After sorting objects by one feature, sorts again by a different feature.
CD Goal – 2: Through their explorations, play, and social interactions, children recall information and apply it to new situations and problems.	
Infants (Birth – 12 months) Search for objects that are hidden or partially hidden. Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new toy instead of old familiar toy, move toward familiar adult but hide head on parent's shoulder when new person comes near). Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle). Repeat an action to make something happen again or to reach a goal (make sounds when music stops, bounce up and down to get adult to continue "horsey ride"). Observe and imitate sounds, movements, and facial expressions they have seen in the past or in other places.	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **SS 4 History & Sense of Time: Develops sense of time** SS 4.2 Indicates the beginning or ending of an event. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.

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Younger Toddlers (8 – 21 months) Search in several places where an object has been hidden. Notice a change in familiar objects, places, or events (reach to touch hair when parent comes home with new haircut, look for furniture that was moved). Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, “water” plants with pitcher). Explore how things work and how to cause an effect using repeated actions, such as pushing the button to make the character pop out of the toy. Try several solutions to everyday challenges or problems until finding a strategy that works. May repeat a strategy even if it is not working. Imitate behaviors seen in the past or in other places. Identify objects and people in pictures by pointing or looking. Use simple pretend play actions (pretend to sleep and eat).	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Older Toddlers (18 – 36 months) Search for objects in several places, even when not seen recently. Show they remember people, objects, and events (talk about them, act them out, point out similar happenings). Show they remember the order of familiar events (finish a phrase in a story or song, get ready to go outdoors after snack).	**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. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.

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Try multiple times to cause an effect or solve challenging problems, combining actions and behaviors used before (ask another child to help remove a lid after trying unsuccessfully themselves). Repeat simple problem-solving strategies to find solutions to everyday problems. Choose objects to represent something else with similar features during play (block for phone, large sheet for tent). Perform more complex action after watching an adult (activate a toy, open a latch).	**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. **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 (33 – 48 months) Recognize whether a picture or object is the same as or different from something they have seen before. Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). Describe or act out a memory, situation or action, with adult support. Express expectations based on past experiences (“We brush our teeth after we eat.”). Make predictions about what will happen using what they know. Use multiple strategies to solve problems, including trial and error, simple tools, or asking for help (try to fix a broken toy by taping it back together). Introduce ideas or actions in play based on previous knowledge or experience.	**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. **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 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. **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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Ask questions about why things happen to build their understanding of the cause and effect.	
Older Preschoolers (45 – 60+ months) Demonstrate their ability to apply their knowledge of experiences to new situations. Describe past events in order, including details or personal reactions. Describe how a past event relates to something happening currently or in the future (“We found worms at Grandpa’s too!”). Make predictions about what will happen and explain their thinking. Try to solve problems they have solved in the past in new ways, using what they have learned. Introduce detailed or complex ideas or actions into play, based on previous knowledge or experience. Use reasoning to come to conclusions (including cause and effect) about familiar situations and materials, based on information gathered with their senses.	**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. **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. **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. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving.
CD Goal – 3: Through their explorations, play, and social interactions, children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
Infants (Birth – 12 months) Show awareness of others’ reactions to people, objects, and events. Show awareness of another person’s actions by establishing joint attention (look at an object, then at adult, and back at object).	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. **ATL 1a Attention & Persistence: Attends**

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	ATL 1a.2 Attends to what others are looking at or pointing to.
Younger Toddlers (8 – 21 months) Show awareness of others' feelings about things by looking to see how they react. Show awareness of another person's actions and intentions by imitating actions or looking to adult to meet another's need.	**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. **ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to.
Older Toddlers (18 – 36 months) Notice and respond to others' feelings and behaviors (hand a toy to another child as a play invitation). Observe and imitate adult actions and adjusts interactions based on those observations (after seeing adult set table, put napkins on table). Use words like "think," "remember," and "pretend." Talk about what they and other people want or like.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes.
Younger Preschoolers (33 – 48 months) Use language to identify pretend or make-believe situations ("Let's pretend we're going on a trip."). Use words like "think" and "know" to talk about thoughts and beliefs. Recognize that beliefs and desires can determine what people do (person will look for a missing object based on where they think it is rather than where it actually is).	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.4 Explains how and why someone may be feeling a certain emotion. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

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Older Preschoolers (45 – 60+ months) Compare differences between pretend and real experiences, use language to identify pretend or make-believe situations (“That’s a pretend story.”). Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). Use language to describe their thinking processes with adult support. Explain how they draw conclusions based on evidence they have gathered.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.5 Identifies complex feelings of others and responds accordingly. SED 3d.6 Explains how self and others may feel similar or different in a variety of situations and explains why. **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. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.5 Describes and compares preferences of self and others.
Component 2: Mathematical Thinking and Expression	
CD Goal – 4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.	
Infants (Birth – 12 months) Indicate they want “more” with signs, sounds, or looks. Show interest in obvious differences in quantity by looking at or reaching for objects (reach for a basket with three balls rather than a basket with one ball).	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.1 Points to objects. **M 1d Number Sense: Number quantities and comparison** M 1d.1 Looks for an object that is taken out of sight.
Younger Toddlers (8 – 21 months)	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.1 Points to objects.

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Use words or actions that show understanding of the concepts of “more” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks). Explore quantity (filling and dumping containers). Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more).	M 1c.2 Uses one-to-one correspondence to match objects or pictures. **M 1d Number Sense: Number quantities and comparison** M 1d.2 Recognizes amounts up to two without counting. M 1d.3 Recognizes amounts up to three without counting.
Older Toddlers (18 – 36 months) Use words or actions that show understanding of the concepts of “more,” “all,” as well as “none”. Count to 5 with the support of an adult. Understand the meaning of “one.” Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car). 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 adult shows the group that she has 3 balls and asks each person to take the same number of balls).	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.2 Uses one-to-one correspondence to match objects or pictures. M 1c.3 Points to one object at a time while counting up to five. **M 1d Number Sense: Number quantities and comparison** M 1d.3 Recognizes amounts up to three without counting. **M 1a Number Sense: Verbally counts numbers** M 1a.3 Verbally counts to five.
Younger Preschoolers (33 – 48 months) Count 10 by ones with increasing accuracy. Count to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question, “How many?”	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. **M 1d Number Sense: Number quantities and comparison**

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Compare two groups (containing up to 5 objects each) and compare them in terms of more, less, fewer, or equal. Show they understand that adding objects to a group will make a bigger group and taking away objects will make a smaller group.	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 1e Number Sense: Addition and subtraction** M 1e.2 Adds to and removes objects from a group as prompted.
Older Preschoolers (45 – 60+ months) Count to 20 by ones with increasing accuracy. Look at a group of up to 5 objects and quickly see and say or sign the number of objects. With guidance and support, match numerals 1-5 to sets of objects. Count the number of items in a group of up to 10 objects and know that the last number tells how many. Use fingers, objects, and drawings to show adding and taking away up to 5. Explore simple addition with support (when adding a group of 3 and a group of 2, counts, keeping track on fingers, “One, two, three...” and then counts on, “Four, five!”). Verbally count backward from 5 using fingers and use that skill to subtract a given number (when asked how many would be left if we took 2 fingers away, counts, “Five, four, three!”). Recognize numerals up to 10 and attempt to write them during play and daily activities.	**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 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.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 1e Number Sense: Addition and subtraction** M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. **M 4b Measurement: Compares and orders** M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.

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Use and understand the terms “first” through “fifth” and “last” in their play and daily activities (“The engine is first, and the caboose is last.”).	
CD Goal – 5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.	
Infants (Birth – 12 months) Discover different shapes by exploring (put rings in mouth, roll balls). Attempt to put objects into other objects (put blocks into a bucket).	**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 – 21 months) Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). Put basic shapes into a shape sorter using trial and error. Match square shapes and circle shapes.	**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.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.
Older Toddlers (18 – 36 months) Respond to and begin to use words describing positions (in, on, over, under, etc.). Name or match a few shapes. Stack or line up blocks that are the same shape.	**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 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.
Younger Preschoolers (33 – 48 months)	**M 3 Shapes: Identifies shapes and their characteristics**

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Demonstrate and begin to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to. Build and describe 2-dimensional shapes, such as making circles and triangles with blocks and playdough. Find shapes in the environment and describe them in their own words.	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.
Older Preschoolers (45 – 60+ months) Create 2-dimensional shapes and 3-dimensional structures to create symmetry (same on both sides) or to represent real-world objects (“We are building a castle and we need a round block for the tunnel.”). Name basic shapes, such as circle, triangle, square, and rectangle, and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). Recognize that a shape remains the same shape when it changes position. Take a shape apart to make new shapes, such as finding two triangles in a square.	**M 3 Shapes: Identifies shapes and their characteristics** 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 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation. **M 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.
CD Goal – 6: Through their explorations, play, and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.	
Infants (Birth – 12 months) Discover objects of different sizes and weights by exploring (put toys in mouth, pick up large objects).	**M 4a Measurement: Measures and estimates** M 4a.2 Explores size and weight of objects in relation to self.

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Younger Toddlers (8 – 21 months) Participate in activities that compare the size and weight of objects. 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 the trucks when playing in the block area).	**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. **M 6 Classification: Sorts and graphs** M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent.
Older Toddlers (18 – 36 months) Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby). Group objects into categories (cars with cars, plates separated from cups). Recognize objects that are different but go together (such as shovel and pail or cup and plate).	**M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. **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.
Younger Preschoolers (33 – 48 months) Use simple measurement tools with guidance and support to measure objects (ruler, measuring cup, scale). Compare the size or weight of two objects and identify which one is taller, longer, or heavier than the other (“That rock is heavier than this one; I can’t lift it.” “A cow is bigger than a cat.”). Identify familiar objects as the same or different. Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking, rectangle blocks on one shelf and square blocks on another shelf).	**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 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature. **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.

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Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors).	
Older Preschoolers (45 – 60+ months) Identify and use measurements tools, such as rulers, scales, measuring cups, thermometer, clock, as well as non-standard objects (measure length of shadow using shoes). 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). Sort a group of up to 10 objects using two attributes (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and color). Arrange up to 5 objects in order according to characteristics or attributes, such as height (put 4 water toys in order from shortest to tallest). Sort objects onto a large graph according to one attribute, such as size, shape, or color and name the category that has the most, least. Identify, repeat, extend, and describe a simple pattern in the context of play or daily activities, routines, play, or in nature ("Look, that zebra has a white stripe, black stripe, white stripe, black stripe!").	**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.4 Compares and orders up to five objects. Describes order using words like first, second and third. M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth. **M 6 Classification: Sorts and graphs** M 6.5 Sorts objects by more than one feature and explains why. M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each. **M 5 Patterns: Copies, creates and extends patterns** M 5.4 Copies, creates and extends AB patterns. M 5.5 Fills in the missing piece of complex patterns, such as ABC or AABB.
CD Goal – 7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems.	
Infants (Birth – 12 months) Differentiate primary caregiver from others.	**M 6 Classification: Sorts and graphs** M 6.1 Notices when two objects are similar in some way.

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Younger Toddlers (8 – 21 months) Begin to cluster objects that share physical similarities (balls grouped together and blocks grouped together). Match relational parts, such as a teapot and its lid or a pan with a spoon to stir.	**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.
Older Toddlers (18 – 36 months) Use observation and emerging counting skills (1, 2, 3) during play and other daily activities. Match objects by shape, color, or size. Match object to picture of object. Match objects with the same function (a brush and a comb or a bowl and a plate).	**M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature. **M 1a Number Sense: Verbally counts numbers** M 1a.3 Verbally counts to five. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.2 Uses one-to-one correspondence to match objects or pictures.
Younger Preschoolers (33 – 48 months) Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate, find two smaller blocks to replace larger block). 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). Use drawing and concrete materials to represent mathematical ideas (draw many circles to show “lots” of people, put Popsicle® sticks in a pile to show the number of children who want crackers for snack).	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. **M 4a Measurement: Measures and estimates** 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.
Older Preschoolers (45 – 60+ months)	**M 6 Classification: Sorts and graphs**

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Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies. 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). Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern, stack differently colored blocks to represent classmates’ answers to a survey question). 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 cookies, so I got four more.”). Gather mathematical information (quantity, measurement of objects, etc.) to answer questions of interest.	M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each. **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 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. **SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
Component 3: Scientific Exploration and Knowledge	
CD Goal – 8: As a result of their exploration and participation in simple investigations through play, children observe, describe characteristics of, and demonstrate respect of living things, the environment, and the physical world.	
Infants (Birth – 12 months) Show curiosity and explore the natural world using all their senses (rub hands over grass, lift face to feel wind, pat family dog, splash water).	**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.

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	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.1 Reacts to weather changes in immediate environment.
Younger Toddlers (8 – 21 months) Show curiosity in observing and exploring the natural world indoors/outdoors with focus, using all senses (notice and play with rocks brought in from a walk, smell flowers, catch falling snow, shuffle through leaves). Point to objects and actions they find interesting in the world around them. Collect groups of items (put rocks and pinecones in a bucket).	**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. **M 6 Classification: Sorts and graphs** M 6.2 Creates groups of objects by common characteristics but may be mixed or inconsistent. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
Older Toddlers (18 – 36 months) Show curiosity and investigate the world of nature indoors and outdoors (roll in the grass, scratch frost on window). Help adult care for living things (water plants, feed classroom pet). Cause toys they are playing with to move and provide simple descriptions ("My train go fast!"). Collect items that may share an attribute. Classify things into groups but may over-generalize (call all small animals "puppies"). Describe using one word (hot, soft, big).	**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 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. **SCI 3b Physical Science: Explores the physical properties of materials**

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Observe and choose simple clothing for weather (mittens and boots when snowy).	SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.
Younger Preschoolers (33 – 48 months) Demonstrate interest in the natural world and the outdoor environment (plays in dirt and sand, ask questions about things seen outdoors). Participate in activities that help to care for the environment, with guidance and support (picks up trash, recycle paper). Participate in the care of living things with guidance and support (water plants, help to feed classroom pet). Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. Investigate the effect they can have on motion (push, pull, build ramp for a toy car with blocks, put foot in the path of moving toy). Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). Compare and sort objects or materials according to one or more attributes. Observe and state simple weather patterns (sunny, rainy, cloudy, snowy).	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets. **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.
Older Preschoolers (45 – 60+ months) Demonstrate respect, wonder and appreciation for the environment by participating in activities that help to care for the environment. With support explain that their actions and actions of others can change the environment (gathering cans for recycling, planting trees).	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.

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Take responsibility for the care of living things (independently feed pet as daily chore, water plant when leaves drop, help weed vegetable garden). Describe basic things plants and animals need to live and grow (sunlight, water, food). Identify changes that take place over time. Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). Provide simple rationale for future movement and speed of an object based on previous experience ("Last time I made the ramp really high the marble went really fast."). Observe and use words to describe physical changes their possible causes, such as solid turning to liquid. Sort objects or materials by attributes and describe the attributes used to sort (size, color, shape, sound). Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.	**SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces. **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.
CD Goal – 9: As a result of their exploration and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
Infants (Birth – 12 months) Gather info through sight, hearing, taste, smell, and touch. Explore body movement to make something happen (kick a mobile).	**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.

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Use multiple senses to focus intently on objects, displays, materials, or events.	
Younger Toddlers (8 – 21 months) Use senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at the moon). Manipulate objects to make things happen (kick a ball, push a button on a toy) and delight in repeating and seeing similar results. Explore objects and materials, handling them in many ways to discover more things they can do with them (move, carry, fill, dump, squish and pound wet sand). Say, “Look!” for others to share in discoveries.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Older Toddlers (18 – 36 months) Make simple scribbles, sounds, or movements to describe what they are seeing and experiencing. Use simple tools to investigate objects (magnifying glass, ramps for rolling balls, spoons for digging) or to get a desired object (ruler to guide ball back from under shallow cabinet). Try out different materials to create a structure. Investigate differences between materials (sand, water, moving air). Notice and comment on changes in materials when mixing and manipulating (paint, playdough, food ingredients). Ask, “What’s that?”	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology. **SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Younger Preschoolers (33 – 48 months)	**SCI 1b Investigation & Inquiry: Observes, describes and records**

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Represent learned scientific exploration through simple drawings, building, movement, or other methods, with adult support. Use simple tools and measuring devices (balance scales, sifter, or rulers) to explore the environment, with guidance and support. Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.). State a purpose when constructing something new (“I’m gonna build a bridge for my dump truck.”). Test a variety of materials and configurations to design a product. Ask questions to find out more about the natural world. With adult support, make predictions about what will happen next. Use simple descriptions and scientific vocabulary during experiments and experiences, with adult prompting and support (describe changes taking place, and using words such as “question,” “experiment,” and “measure”).	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. SCI 1a.4 When given a question, guesses a possible answer or outcome. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. **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. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.
Older Preschoolers (45 – 60+ months) Represent learned scientific explorations through drawing, 3-D models, diagrams, movement, or other methods. Identify senses as ways to learn more about the world and uses their senses to do so. Use an increasing variety of tools to investigate world around them, solve problems, and complete tasks, extending what they can observe	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.

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and do through their senses alone (measuring tools, magnifying glasses, balances, prisms, droppers). Compare objects, materials, and phenomena by observing and describing their characteristics. Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). Make predictions, providing a rationale based on past experiences and then carry out simple investigations to test their predictions. Gather data and communicate simple conclusions (with adult support, chart predictions of a sink and float experiment on large paper). Follow simple visual plans/model to construct something new. Adjust their constructions or creations to improve function, stability, or appearance. Use scientific process words (predict, experiment, compare, measure) and scientific content words (plant, animal, magnet, weather) in discussions during science experiences. Use the computer and other technology, if available, to explore how their actions can cause an effect.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.
Component 4: Social Studies, Family and Community Connections	
CD Goal – 10: Through their explorations, play, and social interactions, children demonstrate an understanding of relationships, roles and what it means to be a participating member of their families and the diverse groups and communities they belong to.	
Infants (Birth – 12 months)	**SS 1a Culture & Community: Identifies community and family roles.**

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Observe actions of children, adults, animals, and objects nearby. Seek out parents, siblings, and adults for play and for meeting needs. Express enjoyment or show preference for familiar people with sounds, expressions, and/or movement.	SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. **SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers.
Younger Toddlers (8 – 21 months) Imitate routine actions of adults (rock a baby doll, push a lawnmower, “read” a magazine). Know whom they can go to for help and emotional ‘refueling’ (periodically seek out primary adult before going back to play with peers). Bring toys to share with primary adult. Recognize children and others they spend a lot of time with (make sounds, say name or hug). Sit next to another child when playing with own toys.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Older Toddlers (18 – 36 months) Intently watch and imitate other children and adults (try to swing a plastic bat they have seen an older child use). Use play to show what they know about relationships and roles in families and other familiar contexts. Talk about what others do during the day (“Mommy at work. Gramma at home.”). Help with daily routines (put napkins out for lunch).	**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 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.2 Participates in communal activities. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person. **CA 4a Drama: Participates in dramatic and symbolic play**

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Seek out familiar playmates to sit next to when playing.	CA 4a.3 Uses words, actions and props to pretend. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others.
Younger Preschoolers (33 – 48 months) Talk about family members, name their relationships to each other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”). Adopt roles of family and community members during play, given support and realistic props. Identify self as a part of a family, preschool class, or other familiar group (point to picture and say, “That’s my family.” “I’m in Ms. Emily’s class.”). With prompting and support, participate as a member of a group, such as a classroom (vote for name of class pet, wait turn to paint when easels are full). Talk about “fairness” and demonstrate a willingness to take turns and share with others.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. **SS 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. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic 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.
Older Preschoolers (45 – 60+ months) Talk about a wide circle of family members and other people important in their lives, their relationships to each other, and their shared experiences. Adopt roles of multiple family and community members during dramatic play, using props, language, and actions in a way that demonstrates their understanding of the roles.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.5 Identifies roles of self and others and describes the job each may do. SS 1a.6 Compares roles, rules and responsibilities between different groups. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.

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Identify themselves as individuals and as belonging to a family, as well as other groups, such as their preschool class or faith community). View themselves as contributing members of various groups with both rights and responsibilities (share, take turns, follow rules, take responsibility for simple jobs). Participate in creating and following expectations/rules and routines. Demonstrate confidence in expressing individual opinions and thoughts, while respecting those of others.	SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one's needs or personal preferences.
CD Goal – 11: Through their explorations, play, and social interactions, children identify and demonstrate appreciation of similarities and differences between themselves and others.	
Infants (Birth – 12 months) Notice faces and facial features. Notice differences between primary adults and others. Respond differently to adults and children.	**SS 1c Culture & Community: Respects diversity** SS 1c.1 Sees diverse features of people in books, toys or media. SS 1c.2 Explores people and their features, either in person or in pictures. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
Younger Toddlers (8 – 21 months) Compare their own physical features with those of others by looking and touching. Explore similarities and differences among people by listening to their voices, feeling their hair, touching their faces, and watching their expressions.	**SS 1c Culture & Community: Respects diversity** SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others.
Older Toddlers (18 – 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. Show awareness of similarities and differences among people and families by taking on different roles during play.	SS 1c.2 Explores people and their features, either in person or in pictures. SS 1c.3 Identifies similarities and differences between self and others.
Younger Preschoolers (33 – 48 months) Show acceptance of people who are different from themselves as well as people who are similar. Explore differences in backgrounds and traditions during play and planned activities, given support and guidance (try on various traditional outfits in the dramatic play area).	**SS 1c Culture & Community: Respects diversity** SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs.
Older Preschoolers (45 – 60+ months) Name several similarities and differences between themselves and others as well as benefits of those similarities and differences. Show acceptance of differences through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). Demonstrate an understanding that there are diverse families and backgrounds, and all have value (talk positively about how other children have different family structures than their own, share family traditions/routines, ask questions to learn about the traditions of others). Demonstrate respect for the thoughts and opinions of others, even when different from their own.	**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. SS 1c.6 Explains and celebrates how individuals, families or cultures differ. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures. SS 1b.6 Explains the meaning and importance of traditions or customs of other people.

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Component 5: Creative Arts and Expression	
CD Goal – 12: Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama.	
Infants (Birth – 12 months) Explore sensory properties of art media (smear paint, pat and pound dough). Use toys and household objects in different ways during play (wave, then scrunch, then throw a scarf). Imitate and make a sounds with simple instruments, toys, and their own voice. Express feelings, such as joy by moving their bodies (kick feet when excited, hug soft toy).	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.1 Expresses emotions while exploring materials. **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. **CA 1a Music: Expresses through music** CA 1a.1 Makes sounds to communicate feelings. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials.
Younger Toddlers (8 – 21 months) Explore art materials freely (make marks, squeeze clay, tear paper). Use hats and clothes for dress-up make-believe. Use materials purposefully to create sounds (bang blocks together, ring bell, shake a can to make contents jingle). Move to music in their own way (swaying to music with feet wide apart).	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.2 Scribbles, colors or paints intentionally on paper. **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 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music.

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	CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Older Toddlers (18 – 36 months) Experiment and create 2D and 3D art with clay, crayons, paint, markers, and collage materials. Create representations of familiar objects and scenes using play materials, language, scribbles and other actions. Make up simple nonsense songs, sign, chant, and move to music (twirl around and fall down, “march” by lifting knees high). Talk or sing to themselves for comfort or enjoyment and express ideas and feelings through music and movement.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **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.3 Uses materials to create shapes or symbols. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. **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 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Younger Preschoolers (33 – 48 months) Explore the properties of art materials and use them for constructing, painting, drawing, and sculpting.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.4 Makes choices throughout the artistic process. **CA 2a Dance & Movement: Expresses through dance** CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.

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Choose to participate and use visual art, music, movement, and dramatic play to communicate and express feelings, ideas, and experiences. Show creativity and imagination when using materials, singing, moving, and assuming roles during pretend play. Use words and actions to imitate familiar stories, roles, and new understandings from topics of study (set up a store in the dramatic play area and act out roles of shopkeeper and customer). Show awareness of different musical instruments, and rhythms, as they make music or participate in music activities. Show awareness of various patterns of beat, rhythm, and movement through music and movement activities. Explore ways to move imaginatively with and without music (stretching, galloping, twisting, bending, swaying, marching, and clapping).	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. **CA 1a Music: Expresses through music** CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. **CA 1b Music: Develops rhythm** CA 1b.4 Claps along to simple rhythm patterns. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play.
Older Preschoolers (45 – 60+ months) Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design individually and collaboratively, including drawings, paintings, collages, and sculptures. Describe experiences, ideas, emotions, people, and objects represented in their artwork. Draw or build representations of familiar people, places, and new understandings from topics of study with various materials.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made. **CA 2a Dance & Movement: Expresses through dance** CA 2a.6 Expresses ideas, feelings and stories through creative movement. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group. **CA 1b Music: Develops rhythm**

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Plan and act out scenes based on books, stories, everyday life, and imagination alone or with others, creating and engaging in increasingly detailed and extended scenarios in their dramatic play. Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music and participate in a variety of musical and rhythmic experiences, including singing, clapping to the beat, listening, and using musical instruments. Recall and imitate patterns of beat, rhythm, tempo, and dynamics of music, as they create expressive movements or participate in movement activities.	CA 1b.5 Repeats simple rhythm patterns. **CA 1c Music: Develops tone** CA 1c.6 Controls pitch when singing a familiar song. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.
CD Goal – 13: Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama.	
Infants (Birth – 12 months) Show wonder or fascination with objects, activities, or experiences (pay attention to bright or contrasting colors, look at adult singing lullabies, show bodily excitement when they hear music). Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.1 Explores materials using gross motor movements and senses. **CA 1c Music: Develops tone** CA 1c.1 Responds to sounds.
Younger Toddlers (8 – 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). Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music).	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.2 Uses hands and feet to explore a variety of media. **CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments.

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Older Toddlers (18 – 36 months) Express delight in different forms of art (choose to look at a book with colorful photographs). Participate in and use simple words to describe art, music, movement, drama, or other aesthetic experiences (talk about colors in a painting).	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Younger Preschoolers (33 – 48 months) Express pleasure in different forms of art (call something “pretty,” express preferences, or listen to music again). Participate in and use words to describe art in terms of color, texture, space, sound and movement.	**CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes.
Older Preschoolers (45 – 60+ months) Show appreciation for a collection of art, including that of their own culture and community, as well as others. Participate in and use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (“We need a stage for our puppet show.”). Demonstrate value and respect for their own artwork and that of their peers.	**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. **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.
Health and Physical Development (HPD)	

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Component 1: Physical Health and Growth	
HPD Goal – 1: Children develop healthy eating habits.	
Infants (Birth – 12 months) Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. Show interest in feeding routines. Help with feeding themselves (eat finger foods, hold bottle). Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). Show food preferences. Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away).	**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.
Younger Toddlers (8 – 21 months) Try new foods. Feed self with some assistance. Communicate when hungry, thirsty, or has had enough. Eat enough to meet nutritional needs, although amount or type of food may vary over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). Eat a variety of small pieces of age-appropriate table foods. Distinguish between food and non-food items.	**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.

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Older Toddlers (18 – 36 months) Occasionally able to make nutritious choices with support. Feed self using utensils and hands. Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food). Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples).	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. **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 (33 – 48 months) Demonstrate willingness to try new nutritious foods when offered several times and sometimes able to make these choices with support. Feed self with utensils independently. Communicate which foods are nutritious and which foods are less nutritious (fresh fruits, vegetables, milk vs. candy, potato chips, soda).	**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.
Older Preschoolers (45 – 60+ months) Demonstrate willingness to try new nutritious foods and make these choices independently and with support. Regulate food consumption based on their own feelings of hunger and fullness. Given a selection of familiar foods, identify which foods are nutritious and which are not.	**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.

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Talk about variety and serving size of foods needed to be healthy, naming some foods and beverages that help to build healthy bodies.	
HPD Goal – 2: Children engage in active physical play indoors and outdoors.	
Infants (Birth – 12 months) Engage in physically active moments (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). Move body to explore the indoor and outdoor environment. Develop strength and stamina by continuing movements over short periods of time.	**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 – 21 months) Show enjoyment in active play and seeks to be physically active (choose to play often on climber, laugh and squeal while moving). Anticipate and ask for outdoor play (point at door and say, “Out”, sometimes preferring to stay outside). Engage in regular and sustained movement (push toys around play area, go up and down, slide over and over). Develop strength and stamina when using large muscles and participate in physical activity for longer periods of time.	**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 – 36 months) Show satisfaction with new motor skills and strength (ask others to watch them. “I’m big and strong!”). With guidance and support, transition from active to quiet activities.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.

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Develop strength and stamina by spending moderate periods of time playing vigorously.	**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 (33 – 48 months) Choose an array of structured and unstructured physical activities indoors and outdoors. Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). Transition from active to quiet activities with limited guidance and support. Develop strength and stamina by spending moderate periods of time playing vigorously.	**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 (45 – 60+ months) Communicate ways exercise keeps us healthy and makes us feel good. Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). Transition independently from active to quiet activities most of the time. Develop strength and stamina by increasing the amount of play and activity, using more muscles for longer periods of time.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.6 Transitions from one activity to the next and helps others through the transition.
HPD Goal – 3: Children develop healthy sleeping habits.	

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Infants (Birth – 12 months) Sleep for longer periods at a time (more at night, and less during the day). Settle down and fall asleep after a routine that includes a familiar series of events, such as calming songs and stories. Sleep well and show alertness during waking periods.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.1 Cries or moves body when physical needs are not met. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.
Younger Toddlers (8 – 21 months) Cooperate with sleep routines (choose a book, get preferred sleep toy). Use simple sounds, gestures, or words to show they are tired (say, “Night, night;” go get familiar stuffed animal or other comfort item). Sleep well, waking rested.	**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. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.
Older Toddlers (18 – 36 months) Use language about sleep (“Time for bed,” after clearing lunch things; give sign for sleep). With guidance, participate in sleep routines (wash hands after lunch, get comfort item, listen to calming songs and/or stories, lie down on bed or mat). Fall asleep on their own. Sleep well, waking rested and ready for daily activities.	**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. **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.

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Younger Preschoolers (33 – 48 months) Recognize and communicate signs of being tired. With increasing independence, start and participate in sleep routines, including listening to calming songs and/or stories. Stay awake except during nap time.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. **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 (45 – 60+ months) Communicate ways sleep keeps us healthy and makes us feel good. Independently start and participate in sleep routines most of the time, including listening to calming songs and/or stories. Stay awake and alert except during voluntary nap time.	**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. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.6 Transitions from one activity to the next and helps others through the transition.
Component 2: Motor Development	
HPD Goal – 4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.	
Infants (Birth – 12 months) Develop control of head and back, progressing to arm and leg movements. Maintain upright posture when sitting and standing. Explore body positions and movements, rolling, pushing up, pulling to stand, and kicking or reaching for objects to achieve a goal.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.

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Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk).	
Younger Toddlers (8 – 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). Coordinate arm and leg movements to explore, climb, push, pull, and achieve goals (push a stroller, use riding toys, crawl up steps). Move through the world with increasing independence (crawl, cruise, walk, run, use therapeutic walker).	**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 – 36 months) Coordinate movements for a purpose (kick, jump, step, pedal, push away). Move through the world with a variety of movements and with increasing independence and control (run, jump, pedal). Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). Perform actions smoothly with balance, strength, coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps).	**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.
Younger Preschoolers (33 – 48 months) Demonstrate increasing stamina, body strength, endurance and balance, managing uneven surfaces such as hills, ramps, and steps.	**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.

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Refine movements and show generally increasing coordination (throwing and catching). Use a selection of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology). Move in space with increasing coordination and ability to cross the midline, such as using alternate feet on steps, touching toes on one side of the body with the opposite hand.	PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Older Preschoolers (45 – 60+ months) Demonstrate stability, flexibility, and balance while performing complex movements by standing on one foot, turning, stretching, bending, hopping, balancing on beams, jumping, and moving to music. Demonstrate coordination of upper and lower body when, throwing, catching, kicking, bouncing balls, swinging, and hitting objects with racquets or paddles. Move quickly through the environment and be able to both change directions and stop (run fast, pedal fast). Show awareness of own body in relation to other people and objects while moving through space. When asked, can move in front of, beside, or behind someone or something else. Participate in play and movement activities and describe how physical activity contributes to their overall health (“Exercise helps make me strong!”).	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement.
HPD Goal – 5: Children engage in play and experiences to develop small (fine) muscle control and hand-eye coordination to manipulate objects and work with tools.	

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Infants (Birth – 12 months) Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. Explore shape, weight, size, and texture by turning objects, dropping, or transferring objects from one hand to another. Use index finger and thumb (pincer grasp) to pick up an object.	**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 – 21 months) Use hands and eyes together for more complex actions (put together and take apart toys, feed themselves finger foods, fill containers). Use hands to explore and manipulate objects (pick up and examine, stack two or three large blocks, pick up or roll a ball, and turn pages in board books). Use simple tools (spoon for feeding hammer with pegs, crayon for scribbling).	**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 – 36 months) Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters, put on mittens, painting at easel). Plan and use more complex refined hand movements (stack a few small blocks, draw, look for a favorite page in a book, practice self-care routines). Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel, rolling pin).	**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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Younger Preschoolers (33 – 48 months) Engage in activities that require hand-eye coordination (build with manipulatives mold playdough, work puzzles with smaller pieces). Draw simple shapes and figures (square for block, circles). Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools).	**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 (45 – 60+ months) Engage in complex hand-eye coordination activities and play with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces, string beads). Display strength and control while using multiple tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers. Draw and write figures with more detail (faces with features, letters, or letter-like forms). Participate in self-help skills, such as buttoning, zipping, snapping and pouring.	**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.
Component 3: Self-Care, Safety, and Well-Being	
HPD Goal – 6: Children develop personal hygiene and self-care skills.	
Infants (Birth – 12 months) Tolerate care routines (mouth care, hand-washing, diapering, dressing, and bathing).	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.

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Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing).	
Younger Toddlers (8 – 21 months) Cooperate and help with care routines and cleanup (mouth-care, hand-washing, diapering, dressing, bathing). Drink from a cup and feed themselves with their fingers or a spoon.	**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.
Older Toddlers (18 – 36 months) Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show interest in toileting). Help with snack routines.	**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.
Younger Preschoolers (33 – 48 months) Dress and undress themselves with occasional assistance. Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). Serve food for themselves.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
Older Preschoolers (45 – 60+ months) Dress and undress themselves independently.	**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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Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, flushing, throwing tissues away. Help with meal and snack preparation. Describe the value of good health practices to their well-being (wash hands to get rid of germs, drink milk to build strong bones).	**PD 4b Personal Care: Understands bodily functions** PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.
HPD Goal – 7: Children use safe behaviors and personal safety practices with support from adults.	
Infants (Birth – 12 months) Show trust in familiar adults (calm down with adult help, make eye contact with adults). Notice and imitate adults' reactions to new people and situations.	**PD 3 Safety: Demonstrates safe practices** PD 3.1 Reacts to unexpected noises, lights or sights. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. **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 – 21 months) Watch for adult reactions to unfamiliar things or situations that might be dangerous. Show some caution about unfamiliar and/or unsafe situations. Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!").	**PD 3 Safety: Demonstrates safe practices** PD 3.1 Reacts to unexpected noises, lights or sights. PD 3.2 Responds to possible dangers in environment and avoids them when prompted. **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 4b Problem-Solving: Responsible decision-making** SED 4b.2 Responds to simple guidance on safe and kind choices.

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Older Toddlers (18 – 36 months) With guidance, remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). Increase self-control over their impulses (remind self not to touch something, wait for adult vs. running ahead). Cooperate with adults in unsafe situation, such as being cautious with unknown dog and taking adult's hand to cross street.	**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. **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 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 (33 – 48 months) Learn what their bodies can do, and primarily play within their abilities to avoid injury to self or others. Usually recognize and avoid objects and situations that might cause harm. Usually follow basic safety rules. Call for a trusted adult when someone gets injured or is in an unsafe situation.	**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. **SED 3a Social relationships: Develops relationships with adults** SED 3a.6 Identifies trusted adults in the community and describes when to seek help.
Older Preschoolers (45 – 60+ months) Identify, avoid, and alert other children to potentially dangerous behaviors, such as keeping a safe distance from swings. Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.	**PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. **SED 3a Social relationships: Develops relationships with adults**

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With support, show how to respond safely in emergency situations, such as fire or tornado, and in the presence of strangers or dangerous objects. Recognize basic safety symbols, such as poison symbols. Know how and when to alert adults to dangerous situations or in an emergency, including in public places, such as a store, identifying people who may be able to help them.	SED 3a.6 Identifies trusted adults in the community and describes when to seek help.

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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.