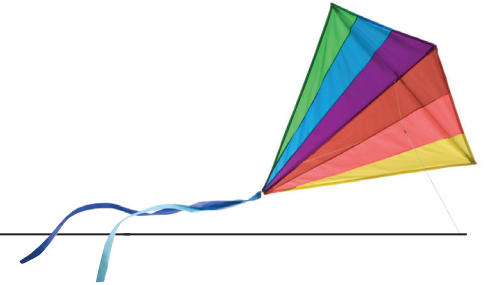




Alignment of



Teaching Strategies GOLD®
Objectives for Development & Learning:
Birth *Through* Kindergarten



WITH

**Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten
With
*Kansas Early Learning Standards***

This document aligns the content in the *Kansas Early Learning Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

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- Kansas State Department of Education. (2014). *Kansas early learning standards*. Topeka, KS: Author. Retrieved from <http://www.ksde.org/Portals/0/Early%20Childhood/Early%20Learning%20Standards/KsEarlyLearningStandards.pdf>

Approaches to Learning	
Young Infant: (By 8 months)	
Persistence & Engagement in Learning	
Engagement and Attention	
ATL.i.1.: Demonstrates awareness of happenings and surroundings.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
ATL.i.2.: Controls caregiver's attention by babbling, looking at face, smiling or at times looking away to disengage.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
ATL.i.3.: Shows interest in other children.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Persistence	
ATL.i.4.: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Initiative	
Curiosity and Initiative	
ATL.i.5.: Shows preferences for certain toys or activities.	29. Demonstrates knowledge about self
ATL.i.6.: Lifts arms toward caregiver to be picked up; explores own fingers and toes.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Sense of Competence	
ATL.i.7.: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
ATL.i.8.: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).	1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person

Creativity	
Problem Solving	
ATL.i.9.: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 2. Responds to changes in an adult’s tone of voice and expression
ATL.i.10.: Looks for caregiver response in new or uncertain situation.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 2. Responds to changes in an adult’s tone of voice and expression
Creativity and Flexibility	
ATL.i.11.: Shows interest in looking at, feeling or exploring new objects.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 2. Uses senses to explore the immediate environment

Mobile Infant: (By 18 months)	
Persistence & Engagement in Learning	
Engagement and Attention	
ATL.mi.1.: Focuses on an activity, but is easily distracted.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
ATL.mi.2.: Actively participates in social games with adults, anticipating own turn (e.g., peekaboo).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Persistence	
ATL.mi.3.: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the ‘pick it up’ game).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
ATL.mi.4.: Executes simple 2-step plan (i.e., means-to-end task).	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
Initiative	
Curiosity and Initiative	
ATL.mi.5.: Explores the environment through a variety of senses.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
ATL.mi.6.: Chooses toys/things for play.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Sense of Competence	
ATL.mi.7.: Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen

ATL.mi.8.: Points or protests to indicate likes and dislikes.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects
ATL.mi.9.: Expresses and responds to a variety of emotions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
Creativity	
Problem Solving	
ATL.mi.10.: Seeks out trusted adult for comfort or support and/or accepts adult assistance.	11. Demonstrates positive approaches to learning 11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it
ATL.mi.11.: Tries to do things on own.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Creativity and Flexibility	
ATL.mi.12.: Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen
ATL.mi.13.: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment 12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events
ATL.mi.14.: May test caregiver's response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen

Toddler: (By 36 months)	
Persistence & Engagement in Learning	
Engagement and Attention	
ATL.t.1.: Begins to maintain focus, despite distractions, during brief delays in task.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11a. Attends and engages <ul style="list-style-type: none"> 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
ATL.t.2.: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2c. Interacts with peers <ul style="list-style-type: none"> 2. Plays near other children; uses similar materials or actions
ATL.t.3.: Continues to play when a caregiver leaves the area.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world
Persistence	
ATL.t.4.: Engages in self-initiated activities for a sustained period of time.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11a. Attends and engages <ul style="list-style-type: none"> 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
ATL.t.5.: Returns to an activity after being distracted.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11a. Attends and engages <ul style="list-style-type: none"> 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Initiative	
Curiosity and Initiative	
ATL.t.6.: Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sand box to fill a hole).	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 4. Explores and investigates ways to make something happen

ATL.t.7.: Expresses preferences for familiar people, books, toys and activities; often insists on some choices.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 4. Seeks to do things for self 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
ATL.t.8.: Asks questions about items/objects.	<ul style="list-style-type: none"> 9. Uses language to express thoughts and needs <ul style="list-style-type: none"> 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Sense of Competence	
ATL.t.9.: Refers to own abilities when communicating with others (e.g., “I’ll do it!” or “Watch me!”).	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 4. Seeks to do things for self
ATL.t.10.: May show assertiveness (e.g., giving orders to others).	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 4. Seeks to do things for self
ATL.t.11.: Feels comfortable in a variety of places with familiar adults.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Creativity	
Problem Solving	
ATL.t.12.: Seeks alternate method when first attempt fails and/or seeks adult assistance.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
ATL.t.13.: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11c. Solves problems <ul style="list-style-type: none"> 4. Observes and imitates how other people solve problems; asks for a solution and uses it
ATL.t.14.: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations 4. Accepts redirection from adults

Creativity and Flexibility	
ATL.t.15: Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat).	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking <ul style="list-style-type: none"> 2. Imitates others in using objects in new and/or unanticipated ways
ATL.t.16: May change behavior based on previous learning.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 4. Accepts redirection from adults 12. Remembers and connects experiences 12b. Makes connections <ul style="list-style-type: none"> 4. Remembers the sequence of personal routines and experiences with teacher support

Pre3: (By 48 months)	
Persistence & Engagement in Learning	
Engagement and Attention	
ATL.p3.1.: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
ATL.p3.2.: Ignores distractions briefly when engrossed in an activity.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
ATL.p3.3.: Remembers and follows one or two step directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
Persistence	
ATL.p3.4.: Practices an activity many times until successful.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Initiative	
Curiosity and Initiative	
ATL.p3.5.: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
ATL.p3.6.: Initiates play with other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 5 emerging to 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
ATL.p3.7.: Explores, practices, understands social roles through play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else

Sense of Competence	
ATL.p3.8: Recognizes own abilities and expresses satisfaction when demonstrating them to others.	29. Demonstrates knowledge about self
ATL.p3.9: Knows self as part of family, culture, spiritual group or community.	29. Demonstrates knowledge about self
ATL.p3.10: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Creativity	
Problem Solving	
ATL.p3.11: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
ATL.p3.12: Recognizes making a mistake and sometimes is able to correct it.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
ATL.p3.13: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Creativity and Flexibility	
ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
ATL.p3.15: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
ATL.p3.16: Identifies ways to change behavior to respond to desires and needs of others.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Pre4: (By 60 months)	
Persistence & Engagement in Learning	
Engagement and Attention	
ATL.p4.1: Sustains attention to task despite distractions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Persistence	
ATL.p4.3: Stays with a task for at least five minutes.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks

Initiative	
Curiosity and Initiative	
ATL.p4.6:.. Seeks new and varied experiences and challenges through play.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
ATL.p4.7:.. Chooses activities to do alone or with others.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
ATL.p4.8:.. Invites other children to join groups or activities.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
ATL.p4.9:.. Makes and follows plans for games or activities with other children.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 7 emerging to 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
Sense of Competence	
ATL.p4.10:.. Shows pride in family composition; recognizes self as important to family and friends.	29. Demonstrates knowledge about self
ATL.p4.11:.. Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	30. Shows basic understanding of people and how they live
ATL.p4.12:.. Associates emotions with words and facial expressions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

Creativity	
Problem Solving	
ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
ATL.p4.14: Can delay gratification for better payoff later; anticipates consequences of own behavior.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
ATL.p4.15: Understands what is real and what is 'make-believe'.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Creativity and Flexibility	
ATL.p4.16: Invents new activities through play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 7 emerging to 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
ATL.p4.17: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
ATL.p4.18: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Physical Health and Development	
Young Infant: (By 8 months)	
Large Motor Skills	
PHD.i.1.: Crawls through and around objects.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
PHD.i.2.: Demonstrates strength and control of head, arms, legs and trunk using purposeful movements (e.g., rolls from stomach to back, holds head and torso up on two hands, rocks back and forward while on hands and knees, sits steadily unsupported).	4. Demonstrates traveling skills 2. Moves to explore immediate environment
PHD.i.3.: Reaches for objects.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Fine Motor Skills	
PHD.i.4.: Transfers objects from one hand to other.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
PHD.i.5.: Grasps and releases object using entire hand.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Physical Fitness	
PHD.i.6.: Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Nutrition/Healthy Eating	
PHD.i.7.: Communicates hunger and when full (e.g., eagerly accepts bottle, turns head or pushes away when full).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Personal Hygiene	
PHD.i.8.: Signals need by crying (e.g., wet, hungry, tired, etc.).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs

Safety	
PHD.i.9.: Shows preference for major caregiver.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
PHD.i.10.: Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult’s tone of voice and expression
Mobile Infant: (By 18 months)	
Large Motor Skills	
PHD.mi.1.: Creeps up/down stairs.	4. Demonstrates traveling skills 3 emerging to 4. Experiments with different ways of moving
PHD.mi.2.: Takes independent steps.	4. Demonstrates traveling skills 3 emerging to 4. Experiments with different ways of moving
PHD.mi.3.: Throws ball and other objects independently.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
Fine Motor Skills	
PHD.mi.4.: Coordinates the use of arms, hands and fingers to accomplish tasks (e.g., drinks from bottle, cup by self, holds a spoon).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
PHD.mi.5.: Coordinates eye-hand movements (e.g., putting things in a box).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Physical Fitness	
PHD.mi.6.: Participates in active physical play (e.g., crawls and climbs over and under).	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Nutrition/Healthy Eating	
PHD.mi.7.: Eats during regular meals and snack times; anticipates routine meals and asks for more if still hungry.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

Personal Hygiene	
PHD.mi.8.: Indicates when pants are wet and need to be changed.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Safety	
PHD.mi.9.: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Toddler: (By 36 months)	
Large Motor Skills	
PHD.t.1.: Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up).	<ul style="list-style-type: none"> 5. Demonstrates balancing skills 4. Experiments with different ways of balancing
PHD.t.2.: Catches a ball with both hands.	<ul style="list-style-type: none"> 6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
PHD.t.3.: Begins to run.	<ul style="list-style-type: none"> 4. Demonstrates traveling skills 4. Experiments with different ways of moving
Fine Motor Skills	
PHD.t.4.: Coordinates the use of arms, hands and fingers to accomplish more complex tasks (e.g., uses a spoon to scoop up food and bring it to mouth, uses scissors to snip small cuts on a piece of paper).	<ul style="list-style-type: none"> 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Physical Fitness	
PHD.t.5.: Participates in active physical play (e.g., runs, uses playground equipment).	<ul style="list-style-type: none"> 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control

Nutrition/Healthy Eating	
PHD.t.6.: Makes simple food choices and has food preferences, demonstrates a willingness to try new foods.	29. Demonstrates knowledge about self
Personal Hygiene	
PHD.t.7.: Washes hands and face with assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
PHD.t.8.: May begin to initiate interest in self-toileting.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Safety	
PHD.t.9.: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
PHD.t.10.: Alerts adults to potential harmful situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Pre3: (By 48 months)	
Large Motor Skills	
PHD.p3.1.: Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Fine Motor Skills	
PHD.p3.2.: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

Physical Fitness	
PHD.p3.3: Participates in active play exhibiting strength and stamina.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Nutrition/Healthy Eating	
PHD.p3.4: Eats a variety of foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
PHD.p3.5: Drinks from a cup without spilling and takes bites from whole foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Personal Hygiene	
PHD.p3.6: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
PHD.p3.7: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Safety	
PHD.p3.8: Knows common safety rules that have been discussed or taught.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
PHD.p3.9: Alerts adults to potentially harmful situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Pre4: (By 60 months)	
Large Motor Skills	
PHD.p4.1.: Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
PHD.p4.2.: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
PHD.p4.3.: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Fine Motor Skills	
PHD.p4.4.: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Physical Fitness	
PHD.p4.5.: Participates in active play exhibiting strength and stamina.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Nutrition/Healthy Eating	
PHD.p4.6.: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
PHD.p4.7.: Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles)	Not addressed in <i>Teaching Strategies GOLD</i> [®]
Personal Hygiene	
PHD.p4.8.: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
PHD.p4.9.: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

Safety	
PHD.p4.10.: Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
PHD.p4.11.: Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
PHD.p4.12.: Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).	30. Shows basic understanding of people and how they live
Kindergarten: (By the end of K)	
Large Motor Skills	
PHD.K.1.: Demonstrates the ability to move using a variety of locomotor skills.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
PHD.K.2.: Demonstrates clear contrasts between slow and fast movements traveling in different directions (e.g., sideways, backward) and in personal and general space.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
PHD.K.3.: Maintains momentary balance in a variety of positions and levels.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
PHD.K.4.: Projects objects through space using various means (e.g., rolling, sliding, throwing).	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
PHD.K.5.: Catches a self-tossed ball after it bounces.	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
PHD.K.6.: Strikes a balloon repeatedly with different body parts.	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
PHD.K.7.: Performs a simple rhythmic pattern.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns

Physical Fitness	
PHD.K.8: Participates in a variety of games that increase breathing and heart rate.	<ul style="list-style-type: none"> 4. Demonstrates traveling skills <ul style="list-style-type: none"> 8. Coordinates complex movements in play and games 6. Demonstrates gross-motor manipulative skills <ul style="list-style-type: none"> 8. Manipulates balls or similar objects with a full range of motion
PHD.K.9: Demonstrates sufficient muscular strength by supporting body weight in various activities.	<ul style="list-style-type: none"> 4. Demonstrates traveling skills <ul style="list-style-type: none"> 8. Coordinates complex movements in play and games 5. Demonstrates balancing skills <ul style="list-style-type: none"> 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills <ul style="list-style-type: none"> 8. Manipulates balls or similar objects with a full range of motion

Social and Emotional Development	
Young Infant: (By 8 months)	
SED.CD. Character Development	
Foundations of character development	
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
SED.CD.i.1.: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.	
SED.CD.i.2.: Begins to form relationships with consistent caregivers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
SED.R. Responsible Decision Making and Problem Solving	
Play a developmentally appropriate role in classroom management and school governance	
SED.R.i.1.: Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
SED.PD. Personal Development	
Self-Awareness	
Understand and analyze thoughts and emotions	
SED.PD.i.1. Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate

Identify and assess personal qualities and external supports	
SED.PD.i.2: Begins to understand self as separate person from others.	29. Demonstrates knowledge about self
Self-Management	
Understand and practice strategies for managing thoughts and behaviors	
SED.PD.i.3: Comforts self by rocking body or other simple ways.	1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person
SED.PD.i.4: Communicates needs for help through vocalizations and gestures.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Reflect on perspectives and emotional responses	
SED.PD.i.5: Imitates the expression of feelings of those around them.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
SED.SD. Social Development	
Social Awareness	
Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.i.1: Reacts to emotional expressions of others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
Demonstrate awareness of cultural issues and a respect for human dignity and differences	
SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

Interpersonal Skills	
Demonstrate communication and social skills to interact effectively	
SED.SD.i.3.: Shows interest in other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
SED.SD.i.4.: Repeats actions that elicit social responses from others.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Develop and maintain positive relationships	
SED.SD.i.5.: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others

Mobile Infant: (By 18 months)	
SED.CD. Character Development	
Foundations of character development	
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
SED.CD.mi.1.: Participates in routines and experiences that involve give and take interaction with familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.	
SED.CD.mi.2.: Demonstrates a secure relationship with at least one consistent caregiver.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
SED.R. Responsible Decision Making and Problem Solving	
Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals	
SED.R.mi.1.: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Organize personal time and managing personal responsibilities effectively	
SED.R.mi.2.: Anticipates and participates in some familiar routines with adult assistance.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Play a developmentally appropriate role in classroom management and school governance	
SED.R.mi.3.: Explores environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world

Develop, implement and model effective problem solving skills	
SED.R.mi.4.: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
SED.PD. Personal Development	
Self-Awareness	
Understand and analyze thoughts and emotions	
SED.PD.mi.1. Communicates a variety of emotions purposefully and intentionally.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Identify and assess personal qualities and external supports	
SED.PD.mi.2.: Recognizes self as separate person with distinct characteristics.	29. Demonstrates knowledge about self
Self-Management	
Understand and practice strategies for managing thoughts and behaviors	
SED.PD.mi.3.: Comforts self in a variety of ways.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
SED.PD.mi.4.: Seeks close proximity to familiar adults for security and support, especially when distressed.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Reflect on perspectives and emotional responses	
SED.PD.mi.5.: Demonstrates an awareness of others' feelings (e.g., cries or grimaces at the discomfort of others; matches facial expression of caregiver).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
Set, monitor, adapt and evaluate goals to achieve success in school and life	
SED.PD.mi.6.: Seeks to achieve a specific goal (e.g., stretches to reach toy).	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal

SED.SD. Social Development	
Social Awareness	
Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.mi.1.: Demonstrates awareness of feelings expressed by others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
Demonstrate awareness of cultural issues and a respect for human dignity and differences	
SED.SD.mi.2.: Identifies similarities and differences in objects and people by showing and pointing.	13. Uses classification skills 2. Matches similar objects
Interpersonal Skills	
Demonstrate communication and social skills to interact effectively	
SED.SD.mi.3.: Briefly engages in simple interaction with another child.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Develop and maintain positive relationships	
SED.SD.mi.4.: Participates in routines and experiences that involve mutual give and take interactions with familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Demonstrate an ability to prevent, manage and resolve interpersonal conflicts	
SED.SD.mi.5.: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults

Toddler: (By 36 months)	
SED.CD. Character Development	
Foundations of character development	
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
SED.CD.t.1.: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
SED.CD.t.2.: Feels comfortable in a variety of places with familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.	
SED.CD.t.3.: Begins to more easily separate from caregiver.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
SED.R. Responsible Decision Making and Problem Solving	
Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals	
SED.R.t.1.: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Organize personal time and managing personal responsibilities effectively	
SED.R.t.2.: Remembers and follows expectations for familiar routines some of the time, but may find it hard to transition from preferred activities.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Play a developmentally appropriate role in classroom management and school governance	
SED.R.t.3.: Feels comfortable in a variety of places with familiar adults nearby.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
SED.R.t.4.: Continues to play when familiar adult leaves area..	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
SED.PD. Personal Development	
Self-Awareness	
Understand and analyze thoughts and emotions	
SED.PD.t.1.: Shows awareness of own emotions and uses verbal and nonverbal ways to express simple (e.g., happy, sad, mad, afraid) and more complex emotions (e.g., pride, embarrassment, shame and guilt).	29. Demonstrates knowledge about self
Identify and assess personal qualities and external supports	
SED.PD.t.2.: Shows awareness of self as belonging to one or more groups.	29. Demonstrates knowledge about self
SED.PD.t.3.: Identifies own feelings, needs and interests.	29. Demonstrates knowledge about self
Self-Management	
Understand and practice strategies for managing thoughts and behaviors	
SED.PD.t.4.: Anticipates the need for comfort and tries to prepare for changes in routine.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders

SED.PD.t.5.: Seeks close proximity to familiar adults for security and support, especially when distressed.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults
Reflect on perspectives and emotional responses	
SED.PD.t.6. Demonstrates increasing awareness of others' feelings.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
SED.PD.t.7. May respond to peer's distress by doing something to make him/her feel better (e.g., say "hug" to crying peer; offer peer their blanket or toy).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
SED.SD. Social Development	
Social Awareness	
Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.t.1.: Begins to identify own feelings, needs and interests and show awareness that others have feelings.	29. Demonstrates knowledge about self
SED.SD.t.2.: Responds in caring ways to another's distress in some situations.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Demonstrate awareness of cultural issues and a respect for human dignity and differences	
SED.SD.t.3.: Expresses preferences for familiar people, books, toys and activities.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
SED.SD.t.4.: Uses previous learning to inform new experiences with people and objects in their environment.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

Interpersonal Skills	
Demonstrate communication and social skills to interact effectively	
SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Develop and maintain positive relationships	
SED.SD.t.6: Seeks out trusted adult for comfort or support.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Demonstrate an ability to prevent, manage and resolve interpersonal conflicts	
SED.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
SED.SD.t.9: Seeks adult assistance when encountering a problem.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it

Pre3: (By 48 months)	
SED.CD. Character Development	
Foundations of character development	
Develop, implement, promote and model core ethical and performance principles	
SED.CD.p3.1.: Responds to positive and negative feedback from familiar adults.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
SED.CD.p3.2.: Becomes increasingly aware of effects of own behavior on others.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.	
SED.CD.p3.3.: Shows awareness of feelings of others with adult guidance and support.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately
Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.	
SED.CD.p3.4.: Expresses interests, acceptance, affection for others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately

SED.R. Responsible Decision Making and Problem Solving	
Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals	
SED.R.p3.1.: Begin to understand consequences of own actions with adult support.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders
Organize personal time and managing personal responsibilities effectively	
SED.R.p3.2.: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders
Play a developmentally appropriate role in classroom management and school governance	
SED.R.p3.3.: Demonstrates confidence by participating in familiar classroom routines.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders
SED.R.p3.4.: Interacts with familiar adults with varying degrees of comfort.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 6. Manages separations without distress and engages with trusted adults
SED.R.p3.5.: Begins to work with others as part of a team, makes decisions with other children, with adult assistance.	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3a. Balances needs and rights of self and others <ul style="list-style-type: none"> 4. Takes turns
Develop, implement and model effective problem solving skills	
SED.R.p3.6.: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 6. Is able to look at a situation differently or delay gratification
SED.R.p3.7.: Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else to play with) with adult modeling and facilitation.	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3b. Solves social problems <ul style="list-style-type: none"> 4. Seeks adult help to resolve social problems

SED.PD. Personal Development	
Self-Awareness	
Understand and analyze thoughts and emotions	
SED.PD.p3.1.: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately 29. Demonstrates knowledge about self
SED.PD.p3.2.: Begins to express and respond to a range of emotions in socially acceptable ways.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Identify and assess personal qualities and external supports	
SED.PD.P3.3.: Describes self by using several basic characteristics.	29. Demonstrates knowledge about self
SED.PD.p3.4.: States basic personal information (e.g., name and age).	29. Demonstrates knowledge about self
SED.PD.p3.5.: Displays awareness of own thoughts and feelings.	29. Demonstrates knowledge about self
Self-Management	
Understand and practice strategies for managing thoughts and behaviors	
SED.PD.p3.6.: Makes known personal needs and desires.	29. Demonstrates knowledge about self
SED.PD.p3.7.: Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Reflect on perspectives and emotional responses	
SED.PD.p3.8.: Recognizes own positive and negative feelings when an adult labels them.	30. Shows basic understanding of people and how they live

Set, monitor, adapt and evaluate goals to achieve success in school and life	
SED.PD.p3.9: Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
SED.SD. Social Development	
Social Awareness	
Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.p3.1: Expresses concern for the needs of others and people in distress.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
SED.SD.p3.2: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).	9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
Demonstrate awareness of cultural issues and a respect for human dignity and differences	
SED.SD.p3.3: Compares own characteristics with those of others.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live

Interpersonal Skills	
Demonstrate communication and social skills to interact effectively	
SED.SD.p3.4.: Follows rules and simple directions (1-2 steps).	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders 8. Listens to and understands increasingly complex language 8b. Follows directions <ul style="list-style-type: none"> 4. Follows simple requests not accompanied by gestures
SED.SD.p3.5.: Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns).	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others <ul style="list-style-type: none"> 6. Initiates the sharing of materials in the classroom and outdoors
SED.SD.p3.6.: Begins to participate in conversational turn taking.	<ul style="list-style-type: none"> 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language <ul style="list-style-type: none"> 6. Uses acceptable language and social rules while communicating with others; may need reminders
Develop and maintain positive relationships	
SED.SD.p3.7.: Shows interest in having a friend.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2d. Makes friends <ul style="list-style-type: none"> 2. Seeks a preferred playmate; shows pleasure when seeing a friend
Demonstrate an ability to prevent, manage and resolve interpersonal conflicts	
SED.SD.p3.8.: Begins to resolve conflicts with peers, given adult assistance.	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations 3b. Solves social problems <ul style="list-style-type: none"> 4. Seeks adult help to resolve social problems

Pre4: (By 60 months)	
SED.CD. Character Development	
Foundations of character development	
Develop, implement, promote and model core ethical and performance principles	
SED.CD.p4.1.: Responds appropriately to positive and negative feedback from adults most of the time.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
SED.CD.p4.2.: Recognizes effect of own behavior on others most of the time.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
SED.CD.p4.3.: Recognizes examples and non-examples of words and actions that are helpful or hurtful.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.	
SED.CD.p4.4.: Shows awareness of and responds to feelings of others with adult guidance and support.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.	
SED.CD.p4.5.: Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).	2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while

SED.R. Responsible Decision Making and Problem Solving	
Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals	
SED.R.p4.1.: Anticipates and usually accepts consequences of own actions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Organize personal time and managing personal responsibilities effectively	
SED.R.p4.2.: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Play a developmentally appropriate role in classroom management and school governance	
SED.R.p4.3.: Demonstrates confidence by participating in most classroom activities.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
SED.R.p4.4.: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
SED.R.p4.5.: Works with others as part of a team, make decisions with other children, with adult assistance.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

Develop, implement and model effective problem solving skills	
SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
SED.PD. Personal Development	
Self-Awareness	
Understand and analyze thoughts and emotions	
SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.	30. Shows basic understanding of people and how they live
SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Identify and assess personal qualities and external supports	
SED.PD.p4.3: Describes characteristics of self and others.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors).	29. Demonstrates knowledge about self
Self-Management	
Understand and practice strategies for managing thoughts and behaviors	
SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification

SED.PD.p4.6.: Develops strategies to express strong emotion and calm self, with adult help.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Reflect on perspectives and emotional responses	
SED.PD.p4.7.: Recognizes and accurately describes own feelings a majority of the time.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Set, monitor, adapt and evaluate goals to achieve success in school and life	
SED.PD.p4.8.: Demonstrates age appropriate independence in decision-making regarding activities and materials.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
SED.SD. Social Development	
Social Awareness	
Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.p4.1.: Demonstrates an understanding of and responds to needs of others and people in distress.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
SED.SD.p4.2.: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Demonstrate awareness of cultural issues and a respect for human dignity and differences	
SED.SD.p4.3.: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	30. Shows basic understanding of people and how they live
SED.SD.p4.4.: Treats others with respect when conflict or differences occur, given adult support.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems

Interpersonal Skills	
Demonstrate communication and social skills to interact effectively	
SED.SD.p4.5.: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
SED.SD.p4.6.: Participates in conversational turn taking by listening and responding to what was said.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
SED.SD.p4.7.: Demonstrates strategies to join a play group with adult support.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
SED.SD.p4.8.: Invites other children to join groups or activities.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Develop and maintain positive relationships	
SED.SD.p4.9.: Develops friendships with one or two preferred peers.	2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while
SED.SD.p4.10.: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
SED.SD.p4.11.: Adjusts behavior to different settings (e.g., “inside voice”).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Demonstrate an ability to prevent, manage and resolve interpersonal conflicts	
SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed

Kindergarten: (By the end of K)	
SED.CD. Character Development	
Foundations of character development	
Develop, implement, promote and model core ethical and performance principles	
SED.CD.K.1.: Recognize and celebrate the natural beneficial consequence of acts of character.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders
SED.CD.K.2.: Identify community needs in the larger community, discuss effects on the community and identify positive, responsible action.	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
SED.CD.K.3.: Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
SED.CD.K.4.: Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders
SED.CD.K.5.: Learn about, receive and accept feedback for responsible actions in academic and behavioral skills.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.	
SED.CD.K.6.: Recognize characteristics of a caring relationship.	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

SED.CD.K.7.: Recognize characteristics of a hurtful relationship.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.	
SED.CD.K.8.: Demonstrate caring and respect for others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
SED.CD.K.9.: Describe “active listening”.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.	
SED.CD.K.10.: Recognized and define bullying and teasing k-2: illustrate or demonstrate what “tattling” is and what “telling” or “reporting” is.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
SED.CD.K.11.: Model positive peer interactions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways

SED.R. Responsible Decision Making and Problem Solving	
Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals	
SED.R.K.1.: Identify and illustrate safe and unsafe situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
SED.R.K.2.: State the difference between appropriate and inappropriate behaviors.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
SED.R.K.3.: Explain the consequences and rewards of individual and community actions.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise
Organize personal time and managing personal responsibilities effectively	
SED.R.K.4.: Identifies activities scheduled for the day and how much time is spent on each.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
SED.R.K.5.: Identifies and performs steps necessary to accomplish personal responsibilities in scheduled activities.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
Play a developmentally appropriate role in classroom management and school governance	
SED.R.K.6.: Participate in individual roles and responsibilities in the classroom and in school.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
SED.R.K.7.: Recognize the various roles of the personnel that govern the school (all staff).	30. Shows basic understanding of people and how they live

Develop, implement and model effective problem solving skills	
SED.R.K.8.: Develop self-control skills (e.g., stop, take a deep breath and relax).	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
SED.R.K.9.: Identify and illustrate the problem.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
SED.R.K.10.: Identify desired outcome.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
SED.R.K.11.: Identify possible solutions and the pros and cons of each solution.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
SED.R.K.11.: Identify and select the best solution.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
SED.R.K.12.: Put the solution into action.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
SED.R.K.13.: Reflect on the outcome of the solution.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems

SED.PD. Personal Development	
Self-Awareness	
Understand and analyze thoughts and emotions	
SED.R.K.14.: Identify and describe basic emotions.	30. Shows basic understanding of people and how they live
SED.R.K.15.: Identify situations that might evoke emotional responses.	30. Shows basic understanding of people and how they live
SED.R.K.16.: Identify positive and negative emotions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Identify and assess personal qualities and external supports	
SED.R.K.17.: Identify personal likes and dislikes.	29. Demonstrates knowledge about self
SED.R.K.18.: Identify personal strengths and weaknesses.	29. Demonstrates knowledge about self
SED.R.K.19.: Identify consequences of behaviors.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
SED.R.K.20.: Ask clarifying questions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
SED.R.K.21.: Identify positive responses to problems (e.g., get help, try harder, use a different solution).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
SED.R.K.22.: Identify people, places and other resources to go for help (e.g., parents, relatives, school personnel).	30. Shows basic understanding of people and how they live

Self-Management	
Understand and practice strategies for managing thoughts and behaviors	
SED.R.K.23.: Describe and practice sending effective verbal and non-verbal messages.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
SED.R.K.24.: Describe and practice sending effective verbal and non-verbal messages.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
SED.R.K.25.: Recognize behavior choices in response to situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Reflect on perspectives and emotional responses	
SED.R.K.26.: Describe common responses to failures and disappointments.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
Set, monitor, adapt and evaluate goals to achieve success in school and life	
SED.R.K.27.: Define success and the process of goal setting.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
SED.R.K.28.: Identify personal goals and home goals (e.g., dreams, aspirations, hopes).	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
SED.R.K.29.: Identify factors that lead to goal achievement and success (e.g., confidence, motivation, understanding).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
SED.R.K.30.: Identify specific steps for achieving a particular goal.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

SED.SD. Social Development	
Social Awareness	
Demonstrate awareness of the thoughts, feelings and perspective of others	
SED.SD.K.1.: Identify a range of emotions in others (e.g., identify “sad” by facial expression; identify “mad” by tone of voice).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
SED.SD.K.2.: Identify possible causes for emotions (e.g., losing dog may make you “sad,” your birthday may make you “happy”).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
SED.SD.K.3.: Identify possible behaviors and anticipate reactions in response to a specific situation (e.g., sharing candy may make your classmate smile; taking pencil may make your classmate yell at you).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
SED.SD.K.4.: Identify healthy personal hygiene habits.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Demonstrate awareness of cultural issues and a respect for human dignity and differences	
SED.SD.K.5.: Describe ways that people are similar and different.	30. Shows basic understanding of people and how they live
SED.SD.K.6.: Use respectful language and actions with conflict or differences of opinion.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise
Interpersonal Skills	
Demonstrate communication and social skills to interact effectively	
SED.SD.K.7.: Follow rules that respect classmates’ needs and use polite language (e.g., wait for their turn, stand in line, let classmate finish speaking).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

SED.SD.K.8.: Use “I” statements.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
SED.SD.K.9.: Pay attention to others when they are speaking.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
SED.SD.K.10.: Understand the importance of respecting personal space.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
SED.SD.K.11.: Recognize how facial expressions, body language and tone communicate feelings.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
SED.SD.K.12.: Take turns and practice sharing.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
SED.SD.K.13.: Practice sharing encouraging comments.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
SED.SD.K.14.: Identify and demonstrate good manners.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Develop and maintain positive relationships	
SED.SD.K.15.: Recognize how various relationships in life are different.	30. Shows basic understanding of people and how they live
SED.SD.K.16.: Identify and practice appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways

Demonstrate an ability to prevent, manage and resolve interpersonal conflicts	
SED.SD.K.17.: Identify conflict.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise
SED.SD.K.18.: Identify what actions cause conflict.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise
SED.SD.K.19.: Identify appropriate and inappropriate ways to resolve conflict.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise

Communications and Literacy Standards	
Young Infant: (By 8 months)	
CL.L. Literature	
Key Ideas and Details	
CL.L.i.1.: Sits on adult’s lap while being read to and gazes at pictures in books and pats individual pictures.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 1 emerging to 2. Shows interest in books
Craft and Structure	
CL.L.i.2.: Shows interest in books, pictures, songs and rhyming (e.g., cuddles and looks at caregiver’s face while being read to, follows caregivers gaze to look at a picture in a book, babbles while being read to).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 1 emerging to 2. Shows interest in books
Integration of Knowledge and Ideas	
CL.L.i.3.: Shows interest in photographs of familiar people/objects.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs
Range of Reading and Level of Text Complexity	
CL.L.i.4.: Listens briefly to stories being read by an adult.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
CL.IT. Informational Text (Non-Fiction)	
Craft and Structure	
CL.IT.i.2.: Shows interest in books and pictures (e.g., cuddles and looks at caregiver’s face while being read to; follows caregiver’s gaze to look at a picture in a book; babbles while being read to).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 1 emerging to 2. Shows interest in books

Integration of Knowledge and Ideas	
CL.IT.i.3: Randomly points to pictures in a book.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs
Range of Reading and Level of Text Complexity	
CL.IT.i.4: Listens briefly to texts being read with an adult.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 1 emerging to 2. Contributes particular language from the book at the appropriate time
CL.F. Foundational skills	
Print Concepts	
CL.F.i.1: Explores books by touching, patting and mouthing.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Phonological Awareness	
CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., “ee, ah, da, pa, ma”).	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds

CL.W. Writing	
Text Types and Purposes	
CL.W.i.1.: Shows ability to transfer and manipulate an object with hands (e.g., grasps a rattle, lets go of it and tries to grasp it again).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
CL.W.i.2.: Grasps objects using entire hand.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
CL.SL. Speaking and Listening	
Comprehension and Collaboration	
CL.SL.i.1.: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
CL.SL.i.2.: Listens to and begins to respond to familiar words (e.g., own name, bottle, mom).	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
CL.SL.i.3.: Uses gestures, movements or vocalizations to gain attention of a familiar person.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate

Presentation of Knowledge and Ideas	
CL.SL.i.4.: Uses gestures, movements or vocalizations to communicate wants and needs.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 2. Indicates needs and wants; participates as adult attends to needs 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary <ul style="list-style-type: none"> 2. Vocalizes and gestures to communicate
CL.SL.i.5.: Uses differing cries to signal various needs.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 2. Indicates needs and wants; participates as adult attends to needs
CL.SL.i.6.: Uses some consonant-vowel (CV) combinations (e.g., ba, pa, ma).	<ul style="list-style-type: none"> 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary <ul style="list-style-type: none"> 2. Vocalizes and gestures to communicate 9. Uses language to express thoughts and needs 9b. Speaks clearly <ul style="list-style-type: none"> 2. Babbles strings of single consonant sounds and combines sounds
CL.LS. Language Standards	
Vocabulary Acquisition and Use	
CL.LS.i.1.: Recognizes the names of familiar people and objects (e.g., looks at mommy when someone says “where’s mommy?”, reaches for bottle when asked “do you want your bottle?”).	<ul style="list-style-type: none"> 8. Listens to and understands increasingly complex language 8b. Follows directions <ul style="list-style-type: none"> 2. Responds to simple verbal requests accompanied by gestures or tone of voice

Mobile Infant: (By 18 months)	
CL.L. Literature	
Key Ideas and Details	
CL.L.mi.1.: Responds to a verbal prompt by pointing to requested picture (e.g., “Oh look there is a cow, can you show me the cow?”).	<p>8. Listens to and understands increasingly complex language</p> <p>8b. Follows directions</p> <p>2. Responds to simple verbal requests accompanied by gestures or tone of voice</p> <p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>2. Recognizes people, objects, and animals in pictures or photographs</p>
Craft and Structure	
CL.L.mi.2.: Actively participates in book reading, story telling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to picture of a dog and makes a barking noise).	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p>
Integration of Knowledge and Ideas	
CL.L.mi.3.: Randomly points to familiar pictures in a book.	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p>
CL.L.mi.4.: Names familiar people/objects in photographs.	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>4. Names familiar people, animals, and objects</p>
Range of Reading and Level of Text Complexity	
CL.L.mi.5.: Listens to stories being read by an adult.	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p>

CL.IT. Informational Text (Non-Fiction)	
Key Ideas and Details	
CL.IT.mi.1.: Responds to a verbal prompt by pointing to requested picture. (e.g., “Oh look there is a cow, can you show me the cow?”)	<p>8. Listens to and understands increasingly complex language</p> <p>8b. Follows directions</p> <p>2. Responds to simple verbal requests accompanied by gestures or tone of voice</p> <p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>2. Recognizes people, objects, and animals in pictures or photographs</p>
Craft and Structure	
CL.IT.mi.2.: Actively participates in book reading, storytelling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to a picture of a dog and makes a barking noise).	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p>
Range of Reading and Level of Text Complexity	
CL.IT.mi.4.: Listens to texts being read by an adult.	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p>
CL.F. Foundational skills	
Print Concepts	
CL.F.mi.1.: Explores a book by turning the pages (may be more than one at a time or back to front).	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p>
CL.F.mi.2.: Plays with objects with letters on them (e.g., alphabet blocks).	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p>

Phonological Awareness	
CL.F.mi.3.: Shows a varied response to sounds in the environment.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
CL.F.mi.4.: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them (e.g., smiles, laughs, pats pictures with hand).	<ul style="list-style-type: none"> 15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 1 emerging to 2. Sings songs and recites rhymes and refrains with repeating initial sounds
Fluency	
CL.F.mi.5.: Begins to vocalize as if reading when looking at a book.	<ul style="list-style-type: none"> 9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
CL.W. Writing	
Text Types and Purposes	
CL.W.mi.1.: Picks up objects between thumb and finger (i.e., pincer grasp).	<ul style="list-style-type: none"> 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
CL.W.mi.2.: Uses a full-hand grasp to hold a writing tool to make scribbles.	<ul style="list-style-type: none"> 7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper

CL.SL. Speaking and Listening	
Comprehension and Collaboration	
CL.SL.mi.1.: Interacts with caregivers and peers using gestures, sounds and words (e.g., waves, shakes head “no”, reaches to be lifted up).	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 2. Indicates needs and wants; participates as adult attends to needs 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary <ul style="list-style-type: none"> 2. Vocalizes and gestures to communicate
CL.SL.mi.2.: Shows understanding of simple requests and of statements referring to people and objects around him or her (e.g., shakes head for “no”, says “mama”).	<ul style="list-style-type: none"> 8. Listens to and understands increasingly complex language 8a. Comprehends language <ul style="list-style-type: none"> 4. Identifies familiar people, animals, and objects when prompted
CL.SL.mi.3.: Uses gestures, movements or vocalizations to initiate interactions to get needs met (e.g., reaches to be lifted up, points to desired item).	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 2. Indicates needs and wants; participates as adult attends to needs 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary <ul style="list-style-type: none"> 2. Vocalizes and gestures to communicate
Presentation of Knowledge and Ideas	
CL.SL.mi.4.: Demonstrates an understanding of a few simple concepts (e.g., puts hands up to indicate they are “so big” or pulls hand away when something is hot).	<ul style="list-style-type: none"> 8. Listens to and understands increasingly complex language 8a. Comprehends language <ul style="list-style-type: none"> 4. Identifies familiar people, animals, and objects when prompted
CL.SL.mi.5.: Speaks so that familiar adults can understand about 50% of what child says.	<ul style="list-style-type: none"> 9. Uses language to express thoughts and needs 9b. Speaks clearly <ul style="list-style-type: none"> 4. Uses some words and word-like sounds and is understood by most familiar people
CL.LS. Language Standards	
Vocabulary Acquisition and Use	
CL.LS.mi.1.: Shows understanding of simple requests and of statements referring to familiar people and objects around him/her (e.g., looks toward door when caregiver says, “Your daddy’s here”).	<ul style="list-style-type: none"> 8. Listens to and understands increasingly complex language 8a. Comprehends language <ul style="list-style-type: none"> 3 emerging to 4. Identifies familiar people, animals, and objects when prompted

Toddler: (By 36 months)	
CL.L. Literature	
Key Ideas and Details	
CL.L.t.1.: With prompting and support, asks and answers simple questions about story content using pictures.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
CL.L.t.2.: Retells some events from a familiar story with close adult prompting (e.g., T: Tell me what happened to baby bear’s chair?” C: “It broke”).	18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adult prompting
Craft and Structure	
CL.L.t.3.: Shows an appreciation for reading books, telling stories and singing (e.g., initiates reading a book, telling a story or singing a song, listens as caregiver reads a short story).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
Integration of Knowledge and Ideas	
CL.L.t.4.: Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
CL.L.t.5.: Relates characteristics or actions of the characters in a story to self (e.g., Daddy has a big chair like that).	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support

Range of Reading and Level of Text Complexity	
CL.L.t.6.: Engages in reading activities with an adult and possibly one or two peers.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
CL.IT. Informational Text (Non-Fiction)	
Key Ideas and Details	
CL.IT.t.1.: With prompting and support, asks and answers simple questions about text using pictures.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
CL.IT.t.2.: Retells some information from a familiar text using pictures or props as a support with close adult prompting (e.g., T: Here is a picture of a fire truck, what do you know about fire trucks?).	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Craft and Structure	
CL.IT.t.3.: Exhibits curiosity and interest in learning new vocabulary.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
CL.IT.t.4.: Identifies the front cover of a book in order to orient the book correctly for reading.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Integration of Knowledge and Ideas	
CL.IT.t.5.: Draws meaning from pictures, print and text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures

CL.F. Foundational skills	
Print Concepts	
CL.F.t.1: Holds book right side up to look at pictures.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Phonological Awareness	
CL.F.t.3: Differentiates between sounds that are the same and different (e.g., bell vs. drum).	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 22. Compares and measures 2. Makes simple comparisons between two objects
CL.F.t.4: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds
Fluency	
CL.F.t.5: “Reading” may capture the tone of voice and stress on words the caregivers have when reading a book.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

CL.W. Writing	
Text Types and Purposes	
CL.W.t.1.: Uses thumb and fingers of one hand to hold writing tool.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
CL.W.t.2.: Begins to use drawing to represent objects and ideas (e.g., scribbles a picture and labels it after the fact, pretends to write own name, draws a circle and straight line after watching someone else do it).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1 emerging to 2. Controlled linear scribbles
Research to Build and Present Knowledge	
CL.W.t.3.: Participates in conversations about past events.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
CL.SL. Speaking and Listening	
Comprehension and Collaboration	
CL.SL.t.1.: In a conversation with a peer or caregiver:	
CL.SL.t.1a.: Answers simple questions and begins to ask questions using inflection and intonation.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 3 emerging to 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
CL.SL.t.1b.: Sustains a conversation with two or more turns.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations

CL.SL.t.2.: Confirms understanding of information presented orally through verbalization's of one or two words or actions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
CL.SL.t.3.: Uses language to seek help, get information or clarify something that is not understood.	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Presentation of Knowledge and Ideas	
CL.SL.t.4.: Uses words to label actions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
CL.SL.t.5.: Expresses wants and needs, likes and dislikes.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
CL.SL.t.6.: Speaks so that familiar listeners are able to understand ideas, feeling and need.	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people
CL.LS. Language Standards	
Vocabulary Acquisition and Use	
CL.LS.t.1.: Shows an understanding of requests and statements referring to familiar people and objects (e.g., when asked “Where is your bear,“ child is able to retrieve the bear and show it to the caregiver or friend).	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted

Pre3: (By 48 months)	
CL.L. Literature	
Key Ideas and Details	
CL.L.p3.1.: With prompting and support, asks and answers simple questions about the story content.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
CL.L.p3.2.: Uses pictures and illustrations to tell and retell parts of a story.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Craft and Structure	
CL.L.p3.3.: Asks and answers questions about unknown words/ pictures in a book.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
CL.L.p3.4.: Interacts with a variety of common types of texts (e.g., storybooks, poems, songs).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
CL.L.p3.5.: Understands that books have both illustrations and print.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideas	
CL.L.p3.6.: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

CL.L.p3.7.: With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like Goldilocks!”).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures 18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Range of Reading and Level of Text Complexity	
CL.L.p3.8.: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
CL.IT. Informational Text (Non-Fiction)	
Key Ideas and Details	
CL.IT.p3.1.: With prompting and support, asks and answers simple questions about the text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
CL.IT.p3.2.: Retells some details of the text using pictures or props as a support.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Craft and Structure	
CL.IT.p3.3.: Exhibits curiosity and interest in learning new vocabulary.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
CL.IT.p3.4.: Identifies the front and back cover of a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
CL.IT.p3.5.: Understands that books have both illustrations and print.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors

Integration of Knowledge and Ideas	
CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
CL.IT.p3.7: Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures 18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Range of Reading and Level of Text Complexity	
CL.IT.p3.9: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures 18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
CL.F. Foundational skills	
Print Concepts	
CL.F.p3.1: Demonstrates understanding of the organization and basic features of print.	
CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 3 emerging to 4. Indicates where to start reading and the direction to follow

CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
CL.F.p3.1c: Recognizes letters in their name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Phonological Awareness	
CL.F.p3.2: Plays with the sounds of language.	
CL.F.p3.2a: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CL.F.p3.2b: Distinguishes whether two words rhyme or not.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme
CL.F.p3.2c: Blends compound words and syllables in spoken words (e.g., base+ball= baseball; /d+ad= dad).	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 3 emerging to 4. Hears and shows awareness of separate syllables in words
CL.F.p3.2d: Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way

Phonics and Word Recognition	
CL.F.p3.3: Knows and applies age-appropriate word analysis skills.	
CL.F.p3.3a: Begins to identify own name in print.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
Fluency	
CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
CL.W. Writing	
Text Types and Purposes	
CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Production and Distribution of Writing	
CL.W.p3.2: Uses consistent marks to represent name when writing.	19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms
CL.W.p3.3: With guidance and support, imitates shapes and strokes.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms

CL.W.p3.4.: With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book “My Favorite Animals”).	28. Uses tools and other technology to perform tasks
Research to Build and Present Knowledge	
CL.W.p3.5.: Participates in shared writing projects (e.g., contributes to class chart about a topic of interest).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
CL.W.p3.6.: With guidance and support from adults, collaborates with peers to recall information from experiences.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
CL.SL. Speaking and Listening	
Comprehension and Collaboration	
CL.SL.p3.1.: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.	
CL.SL.p3.1a.: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
CL.SL.p3.1b.: Continues a conversation through three or more exchanges.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
CL.SL.p3.2.: Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

Presentation of Knowledge and Ideas	
CL.SL.p3.3.: Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
CL.SL.p3.4.: Able to describe objects and actions depicted in pictures.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
CL.SL.p3.5.: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
CL.LS. Language Standards	
Conventions of Standard English	
CL.LS.p3.1.: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.	
CL.LS.p3.1a.: Begins to make letter like forms and print some letters (e.g., letters in their name).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
CL.LS.p3.1b.: Uses frequently occurring nouns and verbs when speaking.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
CL.LS.p3.1c.: Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
CL.LS.p3.1d.: Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
CL.LS.p3.1e.: Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 5 emerging to 6. Uses and responds appropriately to positional words indicating location, direction, and distance

CL.LS.p3.1f.: Communicates using at least 3-4 word sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
CL.LS.p3.2.: Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Vocabulary Acquisition and Use	
CL.LS.p3.3.: Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
CL.LS.p3.4.: With guidance and support from adults, explores word relationships and nuances in word meanings.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
CL.LS.p3.4a.: Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
CL.LS.p3.4b.: Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
CL.LS.p3.5.: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

Pre4: (By 60 months)	
CL.L. Literature	
Key Ideas and Details	
CL.L.p4.1.: With prompting and support, asks and answers questions about key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
CL.L.p4.2.: With prompting and support, retells stories with increasing detail and accuracy.	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
CL.L.p4.3.: With prompting and support, identifies characters, settings and major events in a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Craft and Structure	
CL.L.p4.4.: Asks and answers questions about unknown words in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
CL.L.p4.5.: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
CL.L.p4.6.: With prompting and support, can describe the role of an author and an illustrator.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors

Integration of Knowledge and Ideas	
CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Range of Reading and Level of Text Complexity	
CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
CL.IT. Informational Text (Non-Fiction)	
Key Ideas and Details	
CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
CL.IT.p4.2: With prompting and support, retells key details of a text.	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Craft and Structure	
CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures

CL.IT.p4.5: Identifies the front cover, back cover and title page of a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
CL.IT.P4.6: With prompting and support describes the role of an author and an illustrator.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideas	
CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Range of Reading and Level of Text Complexity	
CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult

CL.F. Foundational skills	
Print Concepts	
CL.F.p4.1.: Demonstrates understanding of the organization and basic features of print.	
CL.F.p4.1a.: Follows words from left to right, top to bottom and page by page.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
CL.F.p4.1b.: Recognizes that spoken words are represented in written language by specific sequences of letter.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
CL.F.p4.1c.: Recognizes that letters are grouped to form words.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
CL.F.p4.1d.: Recognizes and names some upper- and lowercase letters in addition to those in first name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
Phonological Awareness	
CL.F.p4.2.: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):	
CL.F.p4.2a.: Recognizes and produces rhyming words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
CL.F.p4.2b.: Blends and segments syllables in spoken words (e.g., /f/+i+/sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words

CL.F.p4.2c.: With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/ = dog).	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
CL.F.p4.2d.: States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word
Phonics and Word Recognition	
CL.F.p4.3.: Knows and applies age appropriate word analysis skills in decoding words.	
CL.F.p4.3a.: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 4. Produces the correct sounds for 10–20 letters
CL.F.p4.3b.: Identifies own name in print.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
CL.F.p4.3c.: Recognizes and “reads” familiar words or environmental print.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
CL.W. Writing	
Text Types and Purposes	
CL.W.p4.1.: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
Production and Distribution of Writing	
CL.W.p4.2.: Recognizably writes a majority of the letters in their name.	19. Demonstrates emergent writing skills 19a. Writes name 5. Partially accurate name

CL.W.p4.3.: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
CL.W.p4.4.: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).	28. Uses tools and other technology to perform tasks
Research to Build and Present Knowledge	
CL.W.p4.5.: Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
CL.W.p4.6.: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
CL.SL. Speaking and Listening	
Comprehension and Collaboration	
CL.SL.p4.1.: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.	
CL.SL.p4.1a.: Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
CL.SL.p4.1b. Continues a conversation through multiple exchanges, staying on topic.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)
CL.SL.p4.2.: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories

Presentation of Knowledge and Ideas	
CL.SI.p4.3.: Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
CL.SL.p4.4.: Able to tell another person about what they have drawn.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
CL.SL.p4.5.: Speaks understandably to express ideas, feelings and needs.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
CL.LS. Language Standards	
Conventions of Standard English	
CL.LS.p4.1.: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.	
CL.LS.p4.1a.: Prints some upper-and lower-case letters (e.g., letters in their name).	19. Demonstrates emergent writing skills 19a. Writes name 5. Partially accurate name
CL.LS.p4.1b.: Uses frequently occurring nouns and verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
CL.LS.p4.1c.: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
CL.LS.p4.1d.: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
CL.LS.p4.1e.: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance

CL.LS.p4.1f.: Produces complete sentences in shared language activities.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
CL.LS.p4.2.: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
Vocabulary Acquisition and Use	
CL.LS.p4.3.: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
CL.LS.p4.4.: With guidance and support, explores word relationships and nuances in word meanings.	
CL.LS.p4.4a.: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
CL.LS.p4.4b.: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
CL.SL.p4.5.: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations

Kindergarten: (By the end of K)	
CL.L. Literature	
Key Ideas and Details	
RL.K.1.: With prompting and support, ask and answer questions about key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
RL.K.2.: With prompting and support, retell familiar stories, including key details.	18. Comprehends and responds to books and other texts 18c. Retells stories 8. Retells stories with many details about characters, events, and storylines
RL.K.3.: With prompting and support, identify characters, settings and major events in a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Craft and Structure	
RL.K.4.: Ask and answer questions about unknown words in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
RL.K.5.: Recognize common types of texts (e.g., storybooks, poems).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
RL.K.6.: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideas	
RL.K.7.: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Range of Reading and Level of Text Complexity	
RL.K.10: Actively engage in group reading activities with purpose and understanding.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
CL.IT. Informational Text (Non-Fiction)	
Key Ideas and Details	
RI.K.1: With prompting and support, ask and answer questions about key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Craft and Structure	
RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
RI.K.5: Identify the front cover, back cover and title page of a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors

RI.K.6.: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideas	
RI.K.7.: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
RI.K.8.: With prompting and support, identify the reasons an author gives to support points in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
RI.K.9.: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Range of Reading and Level of Text Complexity	
RI.K.10.: Actively engage in group reading activities with purpose and understanding.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
CL.F. Foundational skills	
Print Concepts	
RF.K.1.: Demonstrate understanding of the organization and basic features of print.	
RF.K.1a.: Follow words from left to right, top to bottom and page by page.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
RF.K.1b.: Recognize that spoken words are represented in written language by specific sequences of letters.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds

RF.K.1c.: Understand that words are separated by spaces in print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
RF.K.1d.: Recognize and name all upper- and lowercase letters of the alphabet.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order
Phonological Awareness	
RF.K.2b.: Count, pronounce, blend and segment syllables in spoken words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
RF.K.2c.: Blend and segment onsets and rimes of single-syllable spoken words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
RF.K.2d.: Isolate and pronounce the initial, medial vowel and final sounds (i.e., phonemes) in three- phoneme (i.e., consonant-vowel-consonant or CVC) words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
RF.K.2e.: Add or substitute individual sounds (i.e., phonemes) in simple, one-syllable words to make new words.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word 15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
Phonics and Word Recognition	
RF.K.3.: Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3a.: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 4. Produces the correct sounds for 10–20 letters

<p>RF.K.3b.: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write</p>
<p>RF.K.3c.: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write</p> <p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print</p>
<p>RF.K.3d.: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write</p>
<p>Fluency</p>	
<p>RF.K.4.: Read emergent-reader texts with purpose and understanding.</p>	<p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print</p>
<p>CL.W. Writing</p>	
<p>Text Types and Purposes</p>	
<p>W.K.1.: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>

<p>W.K.2.: Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>
<p>W.K.3.: Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.</p>	<p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 8. Tells elaborate stories that refer to other times and places</p> <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>
Production and Distribution of Writing	
<p>W.K.5.: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results</p>
<p>W.K.6.: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>28. Uses tools and other technology to perform tasks</p>
Research to Build and Present Knowledge	
<p>W.K.7.: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions</p>
<p>W.K.8.: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>

CL.SL. Speaking and Listening	
Comprehension and Collaboration	
SL.K.1.: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
SL.K.1a.: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
SL.K.1b.: Continue a conversation through multiple exchanges.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)
SL.K.2.: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
SL.K.3.: Ask and answer questions in order to seek help, get information or clarify something that is not understood.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
Presentation of Knowledge and Ideas	
SL.K.4.: Describe familiar people, places, things and events and, with prompting and support, provide additional detail.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
SL.K.5.: Add drawings or other visual displays to descriptions as desired to provide additional detail.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols

SL.K.6.: Speak audibly and express thoughts, feelings and ideas clearly.	9. Uses language to express thoughts and needs 9b. Speaks clearly 7 emerging to 8. Pronounces multisyllabic or unusual words correctly
CL.LS. Language Standards	
Conventions of Standard English	
L.K.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.K.1a.: Print many upper- and lowercase letters.	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name
L.K.1b.: Use frequently occurring nouns and verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
L.K.1c.: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
L.K.1d.: Understand and use question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
L.K.1e.: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
L.K.1f.: Produce and expand complete sentences in shared language activities.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules

L.K.2.: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	
L.K.2a.: Capitalize the first word in a sentence and the pronoun I.	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>
L.K.2b.: Recognize and name end punctuation.	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules</p> <p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
L.K.2c.: Write a letter or letters for most consonant and short-vowel sounds (i.e., phonemes).	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>
L.K.2d.: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>
Vocabulary Acquisition and Use	
L.K.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
L.K.4a.: Identify new meanings for familiar words and use them accurately (e.g., knowing duck is a bird and learning the verb to duck).	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations</p>

L.K.4b.: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
L.K.5.: With guidance and support from adults, explore word relationships and nuances in word meanings.	
L.K.5a.: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
L.K.5b.: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (i.e., antonyms).	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories
L.K.5c.: Identify real-life connections between words and their use (e.g., note places at school that are colorful).	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories 12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
L.K.5d.: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
L.K.6.: Use words and phrases acquired through conversations, reading and being read to and responding to texts.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations

Mathematical Knowledge	
Young Infant: (By 8 months)	
M.CC. Counting and Cardinality	
Compare Numbers	
M.CC.i.1.: Holds an object in each hand.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
M.OA. Operations and algebraic thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
M.OA.i.1.: Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
M.MD. Measurement and Data	
Describe and compare measurable attributes	
M.MD.i.1.: Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Classify objects and count the number of objects in each category	
M.MD.i.2.: Notices the difference between familiar and unfamiliar people, objects and places (e.g., looks back and forth between people or objects as if comparing them; explores objects by banging, shaking or hitting them).	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

M.G. Geometry	
Identify and Describe Shapes	
M.G.i.1.: Exhibits some sense of size, color and shape recognition of objects in the environment.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 1 emerging to 2. Matches two identical shapes
Analyze, compare, create and compose shapes	
M.G.i.2.: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

Mobile Infant: (By 18 months)	
M.CC. Counting and Cardinality	
Know number names and the count sequence	
M.CC.mi.1.: Names some number words but not in sequence.	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)
Count to tell the number of objects	
M.CC.mi.2.: Attends to quantities when interacting with objects (e.g., communicates “more” and “all gone” when eating from a bowl of cheerios, fills containers of different sizes with objects).	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
Compare Numbers	
M.CC.mi.3.: Places objects using one to one correspondence but does not fully understand this created equal groups (e.g., child places one toy in each container during play but doesn’t understand there are the same number of toys and containers).	20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
M.OA. Operations and algebraic thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
M.OA.mi.1.: Imitates adult-initiated movement patterns (e.g., copies adult movements such as clapping, puts hands near eyes during a game of peek a boo).	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life

M.MD. Measurement and Data	
Describe and compare measurable attributes	
M.MD.mi.1: Shows awareness of the size of objects where the size difference is great (e.g., communicates “big ball”, shows a preference for the bigger over the smaller toy).	<ul style="list-style-type: none"> 22. Compares and measures 2. Makes simple comparisons between two objects
Classify objects and count the number of objects in each category	
M.MD.mi.2. Matches two objects that are the same and selects similar items from a group (e.g., matches two identical toys, points out all the blue plates at snack).	<ul style="list-style-type: none"> 22. Compares and measures 2. Makes simple comparisons between two objects
M.G. Geometry	
Identify and Describe Shapes	
M.G.mi.1: Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects).	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11c. Solves problems <ul style="list-style-type: none"> 2. Reacts to a problem; seeks to achieve a specific goal 21. Explores and describes spatial relationships and shapes 21b. Understands shapes <ul style="list-style-type: none"> 1 emerging to 2. Matches two identical shapes
Analyze, compare, create and compose shapes	
M.G.mi.2: Uses trial and error strategies to fit objects together (e.g., experiments with how objects fit in space: stack, sorts, dumps, pushes, pulls, twists, turns).	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11b. Persists <ul style="list-style-type: none"> 2. Repeats actions to obtain similar results 11. Demonstrates positive approaches to learning 11c. Solves problems <ul style="list-style-type: none"> 2. Reacts to a problem; seeks to achieve a specific goal

Toddler: (By 36 months)	
M.CC. Counting and Cardinality	
Know number names and the count sequence	
M.CC.t.1.: Verbally counts in sequence to 3.	20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Count to tell the number of objects	
M.CC.t.2.: Shows understanding that numbers represent quantity and demonstrate understanding of words that identify how much (e.g., uses words such as “one, two, more, little, a lot”).	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
M.CC.t.3.: Matches large pegs to holes using one-to-one correspondence.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Compare Numbers	
M.CC.t.4.: Demonstrates an understanding that one collection has more than another when the collections are quite different in size (one collection is at least twice the other).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
M.OA. Operations and algebraic thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
M.OA.t.1.: Demonstrates an understanding that adding to a group increases the number of objects in the group (e.g., adds more blocks to their collection and indicates “I have more”).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
M.OA.t.2.: Copies and anticipates a repeating pattern (e.g., follows and remembers movements in familiar songs or rhymes, recognizes a repeating pattern in a storybook (e.g., “Brown Bear, Brown Bear, What do You See?”)).	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life

M.MD. Measurement and Data	
Describe and compare measurable attributes	
M.MD.t.1.: Starts to use words to describe measurable attributes (e.g., big, heavy, empty).	22. Compares and measures 2. Makes simple comparisons between two objects
Classify objects and count the number of objects in each category	
M.MD.t.2.: Groups two or more objects by one attribute (e.g., labels all the big animals “mama” and the small animals “baby”, puts all the red items in one pile and the non red items in another).	13. Uses classification skills 2. Matches similar objects
M.MD.t.3.: Names groups of 1-2 items (e.g., shown an pair of shoes says “two shoes”) (precursor to subitizing).	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
M.G. Geometry	
Identify and Describe Shapes	
M.G.t.1.: Demonstrates an understanding of simple location/position words (e.g., under, in, out).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down)
M.G.t.2.: Matches basic shapes with different orientations and sizes (e.g., point to a group of various size circles and communicates that they are all circles).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
Analyze, compare, create and compose shapes	
M.G.t.3.: Manipulates shapes to place in a form board or simple puzzle.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes

Pre3: (By 48 months)	
M.CC. Counting and Cardinality	
Know number names and the count sequence	
M.CC.p3.1.: Counts in sequence to 10.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
M.CC.p3.2.: Demonstrates an understanding that number names can be represented with a written numeral.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
Count to tell the number of objects	
M.CC.p3.3.: Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area).	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
M.CC.p3.4.: Spontaneously counts for own purposes.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
M.CC.p3.5.: Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

Compare Numbers	
M.CC.p3.6.: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
M.CC.p3.7.: When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
M.OA. Operations and algebraic thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
M.OA.p3.1.: Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates “Two”).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
M.OA.p3.2.: Uses concrete objects including shapes to copy simple patterns.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
M.MD. Measurement and Data	
Describe and compare measurable attributes	
M.MD.p3.1.: Demonstrates an understanding that objects can be compared by one attribute (e.g., weight, capacity, length) and begins to use words such as bigger/smaller and longer (e.g., Attempts to pick up a big block and exclaims “That’s heavier!”).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Classify objects and count the number of objects in each category	
M.MD.p3.2.: Sorts objects into two or more groups by their properties or uses (e.g., sorts blocks into 2 piles; sorts by shape; indicates that pizza, ice cream and hot dogs are all foods but a doll is not).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

M.G. Geometry	
Identify and Describe Shapes	
M.G.p3.1.: Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
M.G.p3.2.: Correctly names shapes regardless of their orientations or overall size.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Analyze, compare, create and compose shapes	
M.G.p3.3.: Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
M.G.p3.4.: Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 7 emerging to 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Pre4: (By 60 months)	
M.CC. Counting and Cardinality	
Know number names and the count sequence	
M.CC.p4.1.: Counts in sequence to 30.	20. Uses number concepts and operations 20a. Counts 7 emerging to 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
M.CC.p4.2.: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
M.CC.p4.3.: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
Count to tell the number of objects	
M.CC.p4.4.: Understands the relationship between numbers and quantities to 10; connect counting to cardinality.	
M.CC.p4.4a.: Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table).	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
M.CC.p4.4b1.: Understands that the last number name said tells the numbers of objects counted (cardinality).	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

M.CC.p4.4b2: Understands that the number of objects remains the same regardless of the order in which the objects were counted.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
M.CC.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
Compare Numbers	
M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend’s names and indicates who has more or less).	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
M.CC.p4.7: Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items).	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many 20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects

M.OA. Operations and algebraic thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
M.OA.p4.1.: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
M.OA.p4.2.: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
M.OA.p4.3.: Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100’s chart).	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many 23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
M.MD. Measurement and Data	
Describe and compare measurable attributes	
M.MD.p4.1.: Describes and compares objects using measurable attributes (length, size, capacity and weight).	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
M.MD.p4.2.: Directly compares two objects with a measurable attribute in common to see which objects has “more of”/ “less of” the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Classify objects and count the number of objects in each category	
M.MD.p4.3.: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.	13. Uses classification skills 6. Groups objects by one characteristic; then regroup them using a different characteristic and indicates the reason

M.MD.p4.4.: Collects data by categories to answer simple questions.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols
M.G. Geometry	
Identify and Describe Shapes	
M.G.p4.1.: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
M.G.p4.2.: Correctly name shapes regardless of their orientations or overall size.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Analyze, compare, create and compose shapes	
M.G.p4.3.: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
M.G.p4.4.: Creates shapes during play by building, drawing, etc.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
M.G.p4.5.: Puts together several shapes to make a picture and fill simple outline puzzles.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Kindergarten: (By the end of K)	
M.CC. Counting and Cardinality	
Know number names and the count sequence	
M.CC.K.1.: Count to 100 by ones and by tens.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
M.CC.K.2.: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
M.CC.K.3.: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
Count to tell the number of objects	
M.CC.K.1.: Understand the relationship between numbers and quantities; connect counting to cardinality.	
M.CC.K.1a.: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
M.CC.K.1b.: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
M.CC.K.1c.: Understand that each successive number name refers to a quantity that is one larger.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
M.CC.K.2.: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

Compare Numbers	
M.CC.K.1.: Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (e.g., by using matching and counting strategies).	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
M.CC.K.2.: Compare two numbers between 1 and 10 presented as written numerals.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
M.OA. Operations and algebraic thinking	
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from	
M.OA.K.1.: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
M.OA.K.2.: Solve addition and subtraction word problems and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
M.OA.K.3.: Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
M.OA.K.4.: For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
M.OA.K.5.: Fluently add and subtract within 5.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects

M.MD. Measurement and Data	
Describe and compare measurable attributes	
M.MD.K.1.: Describe measurable attributes of objects (e.g., length or weight). Describe several measurable attributes of a single object.	22. Compares and measures 7 emerging to 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
M.MD.K.2.: Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute and describe the difference (e.g., directly compare the heights of two children and describe one child as taller/ shorter).	22. Compares and measures 7 emerging to 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Classify objects and count the number of objects in each category	
M.MD.K.3.: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons
M.G. Geometry	
Identify and Describe Shapes	
M.G.K.1.: Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
M.G.K.2.: Correctly name shapes regardless of their orientations or overall size.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
M.G.K.3.: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Analyze, compare, create and compose shapes	
M.G.K.4.: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
M.G.K.5.: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
M.G.K.6.: Compose simple shapes to form larger shapes (e.g., “Can you join these two triangles with full sides touching to make a rectangle?”).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Science	
Young Infant: (By 8 months)	
Motion and Stability: Forces and Interactions	
S.i.1.: Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies).	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
S.i.2.: Repeats behaviors to figure out cause and effect (e.g., shakes a rattle to make the sound; toy released from up high always drops down).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
From Molecules to Organisms: Structures and Processes	
S.i.3.: Shows interest in animals.	25. Demonstrates knowledge of the characteristics of living things
Earth's Systems	
S.i.4.: Turns head toward or away from weather.	11. Demonstrates positive approaches to learning 11a. Attends and Engages 2. Pays attention to sights and sounds
Mobile Infant: (By 18 months)	
Motion and Stability: Forces and Interactions	
S.mi.1.: Purposefully initiates actions on objects to make things happen (e.g., banging on pots /pan, touches different parts of a musical toy to make the music start again).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen
S.mi.2.: Notices objects in motion and acts on that object to replicate the motion (e.g., pushes button on pop up toy, dropping items).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
From Molecules to Organisms: Structures and Processes	
S.mi.3.: Shows interest in living things and observes and/or engages with them in a respectful way (e.g., is gentle with animals, plants).	25. Demonstrates knowledge of the characteristics of living things
Earth's Systems	
S.mi.4.: Demonstrates a variety of responses to changes in weather.	27. Demonstrates knowledge of Earth's environment

Toddler: (By 36 months)	
Motion and Stability: Forces and Interactions	
S.t.1.: Demonstrates an understanding of basic cause and effect.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
S.t.2.: Acts upon objects to see any novel movement their action causes (e.g., throwing a ball hard vs. soft, kicking a ball, hammering, push toys on sloped surfaces).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
From Molecules to Organisms: Structures and Processes	
S.t.3.: Names familiar objects, animals, body parts (e.g., arm, hand, arm).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
S.t.4.: Begins to identify traits of living things (e.g., the sound a duck makes).	25. Demonstrates knowledge of the characteristics of living things
S.t.5.: Demonstrates an understanding that people and animals need food and water to live.	25. Demonstrates knowledge of the characteristics of living things
Earth's Systems	
S.t.6.: Beginning to identify weather occurrences (e.g., sun, rain, snow).	27. Demonstrates knowledge of Earth's environment
Earth and Human Activity	
S.t.7.: Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water).	25. Demonstrates knowledge of the characteristics of living things
S.t.8.: Enacts animals' activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild.	25. Demonstrates knowledge of the characteristics of living things

Pre3: (By 48 months)	
Motion and Stability: Forces and Interactions	
S.p3.1.: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g., pushing, pulling, throwing, twisting, gravity).	26. Demonstrates knowledge of the physical properties of objects and materials
Energy	
S.p3.2.: Makes simple observations of the characteristics of the sun (e.g., “The sun is bright!” “ It’s hot out here in the sun.” “At night it gets dark because the sun goes away”).	27. Demonstrates knowledge of Earth’s environment
From Molecules to Organisms: Structures and Processes	
S.p3.3.: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.	25. Demonstrates knowledge of the characteristics of living things
S.p3.4.: Understands that living things need air, water and food.	25. Demonstrates knowledge of the characteristics of living things
Earth’s Systems	
S.p3.5.: Identifies weather occurrences (e.g., sun, rain and snow).	27. Demonstrates knowledge of Earth’s environment
S.p3.6.: Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).	24. Uses scientific inquiry skills
Earth and Human Activity	
S.p3.7.: Comments on an animal’s appearance, behavior or habitat.	25. Demonstrates knowledge of the characteristics of living things
S.p3.8.: Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
S.p3.9.: Makes comments about the weather. (e.g., it’s cold, it’s windy).	27. Demonstrates knowledge of Earth’s environment
S.p3.10.: Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).	27. Demonstrates knowledge of Earth’s environment

Pre4: (By 60 months)	
Motion and Stability: Forces and Interactions	
S.p4.1.: Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines).	26. Demonstrates knowledge of the physical properties of objects and materials
S.p4.2.: Recognizes and describes the effect of his/her own actions on objects.	26. Demonstrates knowledge of the physical properties of objects and materials
Energy	
S.p4.3.: Demonstrates an understanding that the sun provides light and warmth.	27. Demonstrates knowledge of Earth's environment
From Molecules to Organisms: Structures and Processes	
S.p4.4.: Asks /answers questions about objects, organisms and events in their environments.	24. Uses scientific inquiry skills
S.p4.5.: Understands and is able to explain why plants and animals need air, food and water.	25. Demonstrates knowledge of the characteristics of living things
Earth's Systems	
S.p4.6.: Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy).	27. Demonstrates knowledge of Earth's environment
S.p4.7.: Observes and explains how plants and animals respond to changes in the environment and in seasons.	25. Demonstrates knowledge of the characteristics of living things
S.p4.8.: Understands:	
(1). how actions people take may change the environment and	27. Demonstrates knowledge of Earth's environment
(2). the impact actions have an on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).	27. Demonstrates knowledge of Earth's environment
Earth and Human Activity	
S.p4.9.: Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).	25. Demonstrates knowledge of the characteristics of living things
S.p4.10.: Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking).	27. Demonstrates knowledge of Earth's environment

S.p4.11.: Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, rain coat).	27. Demonstrates knowledge of Earth's environment
S.p4.12.: Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).	27. Demonstrates knowledge of Earth's environment
Kindergarten: (By the end of K)	
Motion and Stability: Forces and Interactions	
K-PS2-1.: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	26. Demonstrates knowledge of the physical properties of objects and materials
K-PS3-C.: Relationship between energy and forces. A bigger push or pull makes things go faster.	26. Demonstrates knowledge of the physical properties of objects and materials
K-PS2-2.: Analyze data to determine if a design solution works as intended to change the speed or directions of an object with a push or a pull.	26. Demonstrates knowledge of the physical properties of objects and materials
K-PS2-A.: Forces and Motion- pushes and pulls can have different strengths and directions.	26. Demonstrates knowledge of the physical properties of objects and materials
K-PS2-B.: Types of Interactions- when objects touch or collide, they push one another and can change motion.	26. Demonstrates knowledge of the physical properties of objects and materials
Energy	
K-PS3-1.: Make observations to determine the effect of sunlight on Earth's surface.	27. Demonstrates knowledge of Earth's environment
K-PS3-2.: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	27. Demonstrates knowledge of Earth's environment 28. Uses tools and other technology to perform tasks
K-PS3-3-B.: Conservations of Energy and Energy Transfer- sunlight warms the Earth's surface.	27. Demonstrates knowledge of Earth's environment

From Molecules to Organisms: Structures and Processes	
K-LS1-1.: Use observations to describe patterns of what plants and animals (including humans) need to survive.	25. Demonstrates knowledge of the characteristics of living things
K-LS1-C.: Organization for Matter and Energy Flow in Organisms- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	25. Demonstrates knowledge of the characteristics of living things
Earth's Systems	
K-ESS2-1.: Use and share observations of local weather conditions to describe patters over time.	27. Demonstrates knowledge of Earth's environment
K-ESS2-D.: Weather and Climate- weather is the combination of sunlight, wind, snow or rain and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.	27. Demonstrates knowledge of Earth's environment
K-ESS2-1.: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	25. Demonstrates knowledge of the characteristics of living things
K-ESS2-E.: Biogeology - plants and animals can change their environment.	25. Demonstrates knowledge of the characteristics of living things
K-ESS3-C.: Human Impacts on Earth Systems-Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things.	27. Demonstrates knowledge of Earth's environment
Earth and Human Activity	
K-ESS3-1.: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	25. Demonstrates knowledge of the characteristics of living things
K-ESS3-A.: Natural Resources- Living things need water, air and resources from the land and they live in places that have the things they need. Humans use natural resources for everything they do.	25. Demonstrates knowledge of the characteristics of living things
K-ESS3-2.: Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.	27. Demonstrates knowledge of Earth's environment
K-ESS3-B.: Natural Hazards- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.	27. Demonstrates knowledge of Earth's environment

K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.	27. Demonstrates knowledge of Earth's environment
K-ESS3-C: Human Impacts on Earth Systems- things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air and other living things.	27. Demonstrates knowledge of Earth's environment

Social Studies	
Young Infant: (By 8 months)	
Government	
SS.i.1.: Shows awareness of self and of other people.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Economics	
SS.i.2.: Demonstrates beginning awareness of objects in the environment.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Mobile Infant: (By 18 months)	
Government	
SS.mi.1.: Prefers familiar adults over strangers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Economics	
SS.mi.2.: Identifies objects as “mine.”	29. Demonstrates knowledge about self
Geography	
SS.mi.3.: Demonstrates an understanding that objects and persons exist when not in sight.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Kansas, United States and World History	
SS.mi.4.: Recognizes and anticipates familiar routines.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life

Toddler: (By 36 months)	
Government	
SS.t.1.: Identifies family members by name.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Economics	
SS.t.2.: Shares with others and takes turns with adult guidance.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants
Geography	
SS.t.3.: Talks about objects and people in familiar environments (e.g., home, grocery store).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Kansas, United States and World History	
SS.t.4.: Identifies routines and common occurrences in his/her life.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
SS.t.5.: Recognizes the start and end of an event (e.g., clapping at the end of a song).	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Pre3: (By 48 months)	
Government	
SS.p3.1.: Names family members by relationships (e.g., dad, sister, cousin).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Economics	
SS.p3.2.: Trades or exchanges materials or objects with others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
SS.p3.3.: Discriminates between "yours" and "mine."	29. Demonstrates knowledge about self

Geography	
SS.p3.4.: Uses words to indicate direction.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 5 emerging to 6. Uses and responds appropriately to positional words indicating location, direction, and distance
SS.p3.5.: Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
SS.p3.6.: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Kansas, United States and World History	
SS.p3.7.: Questions why and/or how people are similar or different.	30. Shows basic understanding of people and how they live
SS.p3.8.: Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., “when I was a baby...”, “ or before I moved into my new house... ”).	31. Explores change related to familiar people or places
Pre4: (By 60 months)	
Government	
SS.p4.1.: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Economics	
SS.p4.2.: Recognizes that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available).	30. Shows basic understanding of people and how they live
SS.p4.3.: Demonstrates an understanding that money can be exchanged for goods and services.	30. Shows basic understanding of people and how they live

Geography	
SS.p4.4.: Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, here/there).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
SS.p4.5.: Creates simple “maps” or drawings of familiar places.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 7 emerging to 8. Uses and makes simple sketches, models, or pictorial maps to locate objects 32. Demonstrates simple geographic knowledge
SS.p4.6.: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).	32. Demonstrates simple geographic knowledge
SS.p4.7.: Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts verses mittens, swimsuit verses heavy coat).	27. Demonstrates knowledge of Earth’s environment
SS.p4.8.: With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).	27. Demonstrates knowledge of Earth’s environment
Kansas, United States and World History	
SS.p4.9.: Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.	30. Shows basic understanding of people and how they live
SS.p4.10.: Names city and state where he/she lives.	29. Demonstrates knowledge about self 32. Demonstrates simple geographic knowledge
SS.p4.11.: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view 31. Explores change related to familiar people or places

Kindergarten: (By the end of K)	
Government	
SS.K.1.: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	30. Shows basic understanding of people and how they live
Economics	
SS.K.1.: Understands that a person cannot have everything he/she wants, so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer).	30. Shows basic understanding of people and how they live
SS.K.2.: Explains what he/she gives up when a choice is made.	30. Shows basic understanding of people and how they live
SS.K.3.: Understands the use of money to purchase goods and services.	30. Shows basic understanding of people and how they live
SS.K.4.: Discusses the benefits of saving money.	30. Shows basic understanding of people and how they live
SS.K.5.: Gives examples of types of jobs that he/she does within the family.	30. Shows basic understanding of people and how they live
Geography	
SS.K.6.: Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, left/right, near/far, here/there).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
SS.K.7.: Locates major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas).	32. Demonstrates simple geographic knowledge
SS.K.8.: Describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school).	32. Demonstrates simple geographic knowledge
SS.K.9.: Describes seasonal changes and how they affect an individual.	27. Demonstrates knowledge of Earth's environment
SS.K.10.: Identifies ways people can maintain or improve the quality of their environment.	27. Demonstrates knowledge of Earth's environment

Kansas, United States and World History	
SS.K.11: Identifies and explains how tools and technology used in the home/school meet people's needs.	28. Uses tools and other technology to perform tasks
SS.K.12: Explains how each individual has a personal history. 2.(A) compares and contrasts his/her own life with life in a city and/or a rural community.	30. Shows basic understanding of people and how they live
SS.K.13: Identifies family customs and traditions and explains their importance.	29. Demonstrates knowledge about self
SS.K.14: Understands that Kansas is a state in the United States and the significance of Kansas Day as the celebration of the state's birthday.	30. Shows basic understanding of people and how they live
SS.K.15: Locates the state of Kansas using a map of the United States.	32. Demonstrates simple geographic knowledge
SS.K.16: Recognizes important Kansas state symbols (e.g., state bird – meadowlark, state flower – sunflower, state animal-buffalo).	30. Shows basic understanding of people and how they live
SS.K.17: Places events in sequential order.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
SS.K.18: Uses information to find main idea.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
SS.K.19: Scans historic photographs to gain information.	31. Explores change related to familiar people or places
SS.K.20: Asks questions, shares information and discusses ideas about the past.	31. Explores change related to familiar people or places

Creative Arts	
Young Infant: (By 8 months)	
Dance	
CA.i.1.: Physical:	
CA.i.1a.: Moves body parts (e.g., sits with support).	5. Demonstrates balancing skills 2. Balances while exploring immediate environment
CA.i.1b.: Can focus on an object and follow it with focus.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
CA.i.2.: Responding:	
CA.i.2a.: Responds to sounds, visual images and motions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
CA.i.3.: Creating:	
CA.i.3a.: Reaches for caregiver and objects.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
CA.i.4.: Understanding:	
CA.i.4a.: Moves body when happy and excited.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Music	
CA.i.5.: Physical:	
CA.i.5a.: Attends to sounds.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
CA.i.5b.: Begins to make vocal sounds.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate

CA.i.6:. Responding:	
CA.i.6a:. Moves body to music.	35. Explores dance and movement concepts
CA.i.7:. Creating:	
CA.i.7a:. Demonstrates shaking or banging objects or toys.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
CA.i.8:. Understanding:	
CA.i.8a:. Attends to music and rhythm patterns through caregiver touch and music exposure.	35. Explores dance and movement concepts
Acting/Theater	
CA.i.9:. Physical:	
CA.i.9a:. Responds to sounds.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
CA.i.9b:. Expresses needs with different sounds.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
CA.i.10:. Responding:	
CA.i.10a:. Responds to voices.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
CA.i.10b:. Repeats sounds vocally and physically.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
CA.i.10c:. Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 1 emerging to 2. Joins in rhyming songs and games

CA.i.11:. Creating:	
CA.i.11a:. Begins cooing, babbling.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
CA.i.12:. Understanding:	
CA.i.12a:. Listens to stories, books, etc.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
CA.i.12b:. Looks at pictures and points.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs
CA.i.12c:. Recognizes songs and specific books or pictures.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs
Visual Arts	
CA.i.13:. Physical:	
CA.i.13a:. Responds to light, color.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
CA.i.13b:. Explores sensory materials.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
CA.i.14:. Responding:	
CA.i.14a:. Responds to various textures and sensory materials - fabric, water, sand, etc.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

CA.i.15:. Creating:	
CA.i.15a:. Splashes water, blows bubbles.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
CA.i.16:. Understanding:	
CA.i.16a:. Beginning to imitate sounds.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
CA.i.16b:. Favors objects/sensory materials.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
CA.i.16c:. May attach to a special object - blanket, “lovey.	1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person
Mobile Infant: (By 18 months)	
Dance	
CA.mi.1:. Physical:	
CA.mi.1a:. Pulls up to standing.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
CA.mi.1b:. Sits without support.	5. Demonstrates balancing skills 3 emerging to 4. Experiments with different ways of balancing
CA.mi.2:. Responding:	
CA.mi.2a:. Reacts to vocal or observed cues.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
CA.mi.2b:. Responds to movement that has a beat or rhythm.	35. Explores dance and movement concepts
CA.mi.2c:. Follows some observed actions.	35. Explores dance and movement concepts

CA.mi.3.: Creating:	
CA.mi.3a.: Starts and stops with music cues with adult guidance.	35. Explores dance and movement concepts
CA.mi.3b.: Explores bending, stretching, small and big.	35. Explores dance and movement concepts
CA.mi.4.: Understanding:	
CA.mi.4a.: Controls some body movements.	35. Explores dance and movement concepts
CA.mi.4b.: Demonstrates following simple directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
Music	
CA.mi.5.: Physical:	
CA.mi.5a.: Responds physically to various rhythmic patterns in sound.	34. Explores musical concepts and expression
CA.mi.5b.: Vocalizes in response to rhythm.	34. Explores musical concepts and expression
CA.mi.6.: Responding:	
CA.mi.6a.: Identifies sources of sounds (i.e., dog, cat, car, etc.).	34. Explores musical concepts and expression
CA.mi.6b.: Moves to music-rhythm.	35. Explores dance and movement concepts
CA.mi.7.: Creating:	
CA.mi.7a.: Chooses from variety of objects (instruments/toys).	34. Explores musical concepts and expression
CA.mi.7b.: Explores bringing objects together to make sounds.	34. Explores musical concepts and expression
CA.mi.8.: Understanding:	
CA.mi.8a.: Follows and tracks various types of music through movement, facial expressions, verbalizes.	34. Explores musical concepts and expression
CA.mi.8b.: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc).	34. Explores musical concepts and expression

Acting/Theater	
CA.mi.9.: Physical:	
CA.mi.9a.: Imitates words.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
CA.mi.9b.: Responds to another voice.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
CA.mi.9c.: Follows simple directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
CA.mi.10.: Responding:	
CA.mi.10a.: Enjoys listening to stories, songs.	36. Explores drama through actions and language
CA.mi.10b.: Understands and responds to pictures in books that create story.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
CA.mi.10c.: Initiates interaction with familiar people.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
CA.mi.11.: Creating:	
CA.mi.11a.: Uses vocal intonation.	36. Explores drama through actions and language
CA.mi.11b.: Demonstrates simple character/animal sounds with motions.	36. Explores drama through actions and language

CA.mi.12.: Understanding:	
CA.mi.12a.: Responds to favorite stories.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
CA.mi.12b.: Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
Visual Arts	
CA.mi.13.: Physical:	
CA.mi.13a.: Scribbles with crayon.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
CA.mi.13b.: Crawls on textures - fabric, wood, bubble wrap.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
CA.mi.14.: Responding:	
CA.mi.14a.: Examines small objects and details.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
CA.mi.14b.: Grasps objects with thumb and pointer finger.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
CA.mi.15.: Creating:	
CA.mi.15a.: Explores sensory materials - non-toxic paint, fingerpaint, paper, playdough, sand.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

CA.mi.16.: Understanding:	
CA.mi.16a.: Repeats actions, sounds, activities, etc.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Toddler: (By 36 months)	
Dance	
CA.t.1.: Physical:	
CA.t.1a.: Moves head, arms, legs, knees, elbows, fingers, toes in isolation.	35. Explores dance and movement concepts
CA.t.1b.: Walks, runs, jumps.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
CA.t.2.: Responding:	
CA.t.2a.: When asked, moves forward, backwards, up and, down.	35. Explores dance and movement concepts
CA.t.2b.: Begins to balance on one foot.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
CA.t.2c.: Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body.	35. Explores dance and movement concepts
CA.t.3.: Creating:	
CA.t.3a.: Stops and starts with music cues.	35. Explores dance and movement concepts
CA.t.3b.: Improvises movement to fast and slow music.	35. Explores dance and movement concepts
CA.t.2.: Understanding:	
CA.t.2a.: Stops and starts with music cues.	35. Explores dance and movement concepts
CA.t.2b.: Improvises movement to fast and slow music.	35. Explores dance and movement concepts

Music	
CA.t.5.: Physical:	
CA.t.5a.: Begins to verbalize words to simple songs.	34. Explores musical concepts and expression
CA.t.6.: Responding:	
CA.t.6a.: Responds to tempos presented in a variety of ways: physically, verbally, with instruments.	34. Explores musical concepts and expression
CA.t.7.: Creating:	
CA.t.7a.: Follows simple rhythmic patterns with musical instruments.	34. Explores musical concepts and expression
CA.t.7b.: Explores simple music -concepts: tempo, music scale-up to 5 note scale.	34. Explores musical concepts and expression
CA.t.8.: Understanding:	
CA.t.8a.: Follows and tracks various types of music through movement, facial expressions, verbalize.	34. Explores musical concepts and expression
CA.t.8b.: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	34. Explores musical concepts and expression
Acting/Theater	
CA.t.9.: Physical:	
CA.t.9a.: Beginning to follow more complex directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 5 emerging to 6. Follows directions of two or more steps that relate to familiar objects and experiences
CA.t.9b.: Initiates conversation.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
CA.t.9c.: Asks questions to understand order of world's story.	36. Explores drama through actions and language
CA.t.10.: Responding:	
CA.t.10a.: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	36. Explores drama through actions and language

CA.t.10b.: Recreates plot of familiar stories or movies.	36. Explores drama through actions and language
CA.t.11.: Creating:	
CA.t.11a.: Talks in play situations.	36. Explores drama through actions and language
CA.t.11b.: Moves inanimate objects (e.g., toy characters) in a play situation.	36. Explores drama through actions and language
CA.t.11c.: Changes voice, emotion, body in play situations.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
CA.t.11d.: Likes to wear costumes to pretend to be other than self.	36. Explores drama through actions and language
CA.t.12.: Understanding:	
CA.t.12a.: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props 15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
CA.t.12b.: Recreates plot of familiar stories or movies.	36. Explores drama through actions and language
Visual Arts	
CA.t.13.: Physical:	
CA.t.13a.: Grips paint brush, crayons, pipette, spray bottle.	33. Explores the visual arts
CA.t.13b.: Makes random and disordered scribbles.	33. Explores the visual arts
CA.t.14.: Responding:	
CA.t.14a.: Explores variety of art media: painting, gluing, printing, finger-painting, clay, etc.	33. Explores the visual arts
CA.t.14b.: Shows control of paint, brushes, markers, etc.	33. Explores the visual arts

CA.t.15:. Creating:	
CA.t.15a:. Explores and manipulates sensory materials.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
CA.t.15b:. Demonstrates self-expression with art materials.	33. Explores the visual arts
CA.t.16:. Understanding:	
CA.t.16a:. Explores and manipulates sensory materials.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
CA.t.16b:. Demonstrates self-expression with art materials.	33. Explores the visual arts
Pre3: (By 48 months)	
Dance	
CA.p3.1:. Physical:	
CA.p3.1a:. Explores moving all body parts in isolation.	35. Explores dance and movement concepts
CA.p3.1b:. Explores cross lateral movements.	35. Explores dance and movement concepts
CA.p3.2:. Responding:	
CA.p3.2a:. Moves one body part in response to a simple rhythm pattern.	35. Explores dance and movement concepts
CA.p3.2b:. Demonstrates the difference between still and moving.	35. Explores dance and movement concepts
CA.p3.2c:. Moves over, under and around objects.	35. Explores dance and movement concepts
CA.p3.3:. Creating:	
CA.p3.3a:. Creates high, medium and low shapes.	35. Explores dance and movement concepts
CA.p3.3b:. Explores and creates patterns.	35. Explores dance and movement concepts
CA.p3.3c:. Combines axial and locomotor movements together.	35. Explores dance and movement concepts

CA.p3.4.: Understanding:	
CA.p3.4a.: Listens to musical cues and teacher instruction.	35. Explores dance and movement concepts
CA.p3.4b.: Dances with purpose attentive to music and instruction.	35. Explores dance and movement concepts
Music	
CA.p3.5.: Physical:	
CA.p3.5a.: Repeats sound and rhythm patterns.	34. Explores musical concepts and expression
CA.p3.5b.: Sings simple songs.	34. Explores musical concepts and expression
CA.p3.6.: Responding:	
CA.p3.6a.: Moves to traditional music: march, gallop, hop, tiptoe.	34. Explores musical concepts and expression
CA.p3.7.: Creating:	
CA.p3.7a.: Repeats song patterns and rhythmic movements to music.	34. Explores musical concepts and expression
CA.p3.7b.: Sings 5-8 note scale.	34. Explores musical concepts and expression
CA.p3.8.: Understanding:	
CA.p3.8a.: Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.	34. Explores musical concepts and expression
Acting/Theater	
CA.p3.9.: Physical:	
CA.p3.9a.: Recites nursery rhymes and simple songs.	36. Explores drama through actions and language
CA.p3.9b.: Recalls familiar stories.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts

CA.p3.9c.: Memorizes words in books and stories.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time 18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
CA.p3.10.: Responding:	
CA.p3.10a.: Identifies feelings - happy, sad, mad, etc.	36. Explores drama through actions and language
CA.p3.10b.: Beginning to differentiate between real and pretend.	36. Explores drama through actions and language
CA.p3.10c.: Participates in songs, stories, fingerplays, chants with voice and body together.	35. Explores dance and movement concepts
CA.p3.10d.: Beginning to take a role in dramatic play.	36. Explores drama through actions and language
CA.p3.11.: Creating:	
CA.p3.11a.: Follows simple instructions to recreate story and dramatic movement.	36. Explores drama through actions and language
CA.p3.11b.: Uses costumes to disguise self and become a character in everyday environment.	36. Explores drama through actions and language
CA.p3.12.: Understanding:	
CA.p3.12a.: Creates action and verbalization with costume prompt.	36. Explores drama through actions and language
CA.p3.12b.: Creates story with props/manipulatives.	36. Explores drama through actions and language
Visual Arts	
CA.p3.13.: Physical:	
CA.p3.13a.: Begins use of scissors.	33. Explores the visual arts
CA.p3.13b.: Explores with natural and recycled objects.	33. Explores the visual arts

CA.p3.14.: Responding:	
CA.p3.14a.: Explores more complex art activities.	33. Explores the visual arts
CA.p3.14b.: Mixes two basic shapes - abstract rather than representational.	33. Explores the visual arts
CA.p3.15.: Creating:	
CA.p3.15a.: Creates work that requires some planning - usually a person with head and 2 vertical lines for legs.	33. Explores the visual arts
CA.p3.15b.: Works independently.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks 11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
CA.p3.16.: Understanding:	
CA.p3.16a.: Mixes colors to create a new color.	33. Explores the visual arts
CA.p3.16b.: Names shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)

Pre4: (By 60 months)	
Dance	
CA.p4.1.: Physical:	
CA.p4.1a.: Explores one body part in conjunction with other body parts, balance on one foot.	35. Explores dance and movement concepts
CA.p4.1b.: Skips, slides, leaps.	35. Explores dance and movement concepts
CA.p4.2.: Responding:	
CA.p4.2a.: Dances to music with varying tempos.	35. Explores dance and movement concepts
CA.p4.2b.: Creates simple rhythm patterns and is able to repeat them.	35. Explores dance and movement concepts
CA.p4.2c.: Moves through combinations of pathways, straight, zigzag, diagonal, curve.	35. Explores dance and movement concepts
CA.p4.2d.: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	35. Explores dance and movement concepts
CA.p4.3.: Creating:	
CA.p4.3a.: Creates movement based on imagery from pictures, books or other ideas.	35. Explores dance and movement concepts
CA.p4.3b.: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.	35. Explores dance and movement concepts
CA.p4.4.: Understanding:	
CA.p4.4a.: Able to listen and carry out instruction.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
CA.p4.4b.: Able to create movement and discovery.	35. Explores dance and movement concepts
Music	
CA.p4.5.: Physical:	
CA.p4.5a.: Participates in more complex songs and involves physical movement - finger plays, chants, etc.	34. Explores musical concepts and expression

CA.p4.6.: Responding:	
CA.p4.6a.: Demonstrates movement without prompting: march, hop, tiptoe, skip.	35. Explores dance and movement concepts
CA.p4.6b.: Vocally repeats a note pattern using an 8 note scale.	34. Explores musical concepts and expression
CA.p4.7.: Creating:	
CA.p4.7a.: Creates own songs and movements, includes musical instruments.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
CA.p4.7b.: Vocalizes and uses instruments in more complex music/songs.	34. Explores musical concepts and expression
CA.p4.8.: Understanding:	
CA.p4.8a.: Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato.	34. Explores musical concepts and expression
CA.p4.8b.: Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.	34. Explores musical concepts and expression
Acting/Theater	
CA.P4:9.: Physical:	
CA.p4.9a.: Takes a role in acting out a story.	36. Explores drama through actions and language
CA.p4.9b.: Creates dialogue specific to a type of character.	36. Explores drama through actions and language
CA.p4.10.: Responding:	
CA.p4.10a.: Anticipates story plot and structure of story.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
CA.p4.10b.: Assumes roles in dramatic play situations.	36. Explores drama through actions and language
CA.p4.10c.: Interacts with others in listening and responding in dramatic role.	36. Explores drama through actions and language
CA.p4.10d.: Demonstrates feelings with body and voice.	35. Explores dance and movement concepts 36. Explores drama through actions and language
CA.p4.11.: Creating:	
CA.p4.11a.: Dictates a story.	36. Explores drama through actions and language

CA.p4.11b.: Repeats dialogue and movement to tell a story.	36. Explores drama through actions and language
CA.p4.11c.: Creates roles for self and others in dramatic play situations using body and dialogue.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
CA.p4.11d.: Uses costumes to create character with dialogue.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 36. Explores drama through actions and language
CA.p4.11e.: Creates and executes complicated plot with conflict and resolution verbally and physically.	36. Explores drama through actions and language
CA.p4.11f.: Uses props/objects in creative ways to promote and create story.	36. Explores drama through actions and language
CA.p4.12.: Understanding:	
CA.p4.12a.: Retells stories.	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
CA.p4.12b.: Uses imagination to create dramatic roles.	36. Explores drama through actions and language
CA.p4.12c.: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).	36. Explores drama through actions and language
CA.p4.12d.: Critiques drama experiences and find meaning/moral in story.	36. Explores drama through actions and language

Visual Arts	
CA.p4.13:. Physical:	
CA.p4.13a:. Uses a variety of materials to create art.	33. Explores the visual arts
CA.p4.13b:. Shows skill with scissors.	33. Explores the visual arts
CA.p4.14:. Responding:	
CA.p4.14a:. Recognizes and describes various art forms - sculpture, painting, printing.	33. Explores the visual arts
CA.p4.14b:. Drawings suggest real life.	33. Explores the visual arts
CA.p4.14c:. Drawings becoming better defined, more detail.	33. Explores the visual arts
CA.p4.15:. Creating:	
CA.p4.15a:. Tells stories/works out problems with drawings.	33. Explores the visual arts
CA.p4.15b:. Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).	33. Explores the visual arts
CA.p4.16:. Understanding:	
CA.p4.16a:. Demonstrates understanding of art vocabulary and concepts.	33. Explores the visual arts
CA.p4.16b:. Discusses own artistic creations and those of others.	33. Explores the visual arts