



Alignment of



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

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WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten  
With  
*Rhode Island Early Learning and Development Standards***

This document aligns the content in the *Rhode Island Early Learning and Development Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

Rhode Island Board of Education. (2013). *Rhode Island early learning and development standards*. Providence, RI: Author. Retrieved from [http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/ELDS/2013\\_Early\\_Learning\\_and\\_Development\\_Standards.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/ELDS/2013_Early_Learning_and_Development_Standards.pdf)

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD*<sup>®</sup> objectives for development & learning: Birth through kindergarten. Bethesda, MD: Teaching Strategies, LLC.

<b>Physical Health and Motor Development</b>	
<b>By 9 months</b>	
<b>PH 1: Health and Safety Practices</b>	
<b>PH 1.a: Children engage in structured and unstructured physical activity.</b>	
Sustain physical activity for at least three to five minutes at a time	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills               <ul style="list-style-type: none"> <li>6. Moves purposefully from place to place with control</li> </ul> </li> <li>5. Demonstrates balancing skills               <ul style="list-style-type: none"> <li>6. Sustains balance during simple movement experiences</li> </ul> </li> <li>6. Demonstrates gross-motor manipulative skills               <ul style="list-style-type: none"> <li>6. Manipulates balls or similar objects with flexible body movements</li> </ul> </li> </ul>
Participate in simple movement games with an adult (e.g., following a moving object or person with their eyes or body)	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning               <ul style="list-style-type: none"> <li>11a. Attends and engages                   <ul style="list-style-type: none"> <li>2. Pays attention to sights and sounds</li> </ul> </li> </ul> </li> </ul>
<b>PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</b>	
Express discomfort or anxiety in stressful situations	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately                   <ul style="list-style-type: none"> <li>2. Indicates needs and wants; participates as adult attends to needs</li> </ul> </li> </ul> </li> </ul>
Demonstrates a recognition of the difference between their primary caregiver and a stranger	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults                   <ul style="list-style-type: none"> <li>2. Demonstrates a secure attachment to one or more adults</li> </ul> </li> </ul> </li> </ul>
<b>PH 1.c: Children develop self-help skills.</b>	
Fuss or cry when hungry and quiet down when picked up to be fed in a timely manner	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1a. Manages feelings                   <ul style="list-style-type: none"> <li>2. Uses adult support to calm self</li> </ul> </li> </ul> </li> </ul>

Coordinate sucking and swallowing	Not addressed specifically, but addressed generally by: 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Assist with self-feeding by holding a bottle or breast; turn their head 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
Explore food with their hands and fingers (e.g., crackers and other easy-to-handle foods)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Accept most basic care routines administered by adults (e.g., gum cleansing or nose wiping)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Relax during bathing routines	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Babble or coo after diapering	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Indicate their needs and wants (e.g., wanting food or a dirty diaper to be changed)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
<b>PH 2: Gross Motor Development</b>	
<b>PH 2.a: Children develop large muscle control, strength, and coordination.</b>	
Reach and play with toys while sitting	5. Demonstrates balancing skills 2. Balances while exploring immediate environment  6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Reach for objects and bring them to their mouth	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects

Pound on a table and other objects	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Roll both ways (front to back and back to front)	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Get into sitting position without help while lying down or crawling	5. Demonstrates balancing skills 2. Balances while exploring immediate environment
Sit without support	5. Demonstrates balancing skills 2. Balances while exploring immediate environment
Pull up to a standing position	4. Demonstrates traveling skills 2. Moves to explore immediate environment
<b>PH 2.b: Children develop traveling skills.</b>	
Shift between lying down, sitting, and balancing on their hands and knees	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Crawl	4. Demonstrates traveling skills 2. Moves to explore immediate environment
<b>PH 3: Fine Motor Development</b>	
<b>PH 3.a: Children develop small-muscle control, strength, and coordination.</b>	
Hold onto a toy when it is handed to them	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Reach for, grasp, and shake things	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully

Bring hands and objects to their mouth	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>2. Reaches for, touches, and holds objects purposefully</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
Transfer a toy from one hand to another	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>2. Reaches for, touches, and holds objects purposefully</p>
Pat, shake, or hit objects	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>2. Reaches for, touches, and holds objects purposefully</p>
Mimic a hand clap or wave	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>2. Reaches for, touches, and holds objects purposefully</p>
<b>PH 3.b: Children develop writing and drawing skills.</b>	
Grasp objects with their thumb, index, and middle fingers (i.e., using pincer grip)	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools</p> <p>2. Grasps drawing and writing tools, jabbing at paper</p>
Bring their hands to their midline (i.e., moving hands towards each other over the middle of their body)	<p><b>Not addressed specifically, but addressed generally by:</b></p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>2. Reaches for, touches, and holds objects purposefully</p>

<b>By 18 months</b>	
<b>PH 1: Health and Safety Practices</b>	
<b>PH 1.a: Children engage in structured and unstructured physical activity.</b>	
Participate in active physical play with an adult	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
Watch and often run when they see older children running	<p>2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions</p>
Attempt to try new games and toys	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>
Stand with feet wide apart and sway to the sound of music	<p>4. Demonstrates traveling skills 4. Experiments with different ways of moving</p> <p>34. Explores musical concepts and expression</p>
<b>PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</b>	
Sometime respond appropriately to redirection given by an adult caregiver	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults</p>

<b>PH 1.c: Children develop self-help skills.</b>	
Point to food when wanting more	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>2. Indicates needs and wants; participates as adult attends to needs</li> </ul> 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands <ul style="list-style-type: none"> <li>4. Uses fingers and whole-arm movements to manipulate and explore objects</li> </ul>
Feed themselves finger foods	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>4. Seeks to do things for self</li> </ul> 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands <ul style="list-style-type: none"> <li>2. Reaches for, touches, and holds objects purposefully</li> </ul>
Drink from a cup with some spilling	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands <ul style="list-style-type: none"> <li>4. Uses fingers and whole-arm movements to manipulate and explore objects</li> </ul>
Drink from a straw	<b>Not addressed specifically, but addressed generally by:</b> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>4. Seeks to do things for self</li> </ul>
Use a spoon with some spilling	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands <ul style="list-style-type: none"> <li>4. Uses fingers and whole-arm movements to manipulate and explore objects</li> </ul>



Accept more involved care routines administered by adults (e.g., tooth brushing)	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
Participate in hand- washing with assistance	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
Participate in dressing or attempt to dress themselves	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs</p>
Remove some clothing	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self</p>
Use gestures, body language, or vocalizations to seek out help from an adult	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs</p>
<b>PH 2: Gross Motor Development</b>	
<b>PH 2.a: Children develop large muscle control, strength, and coordination.</b>	
Squat to pick up toys or other objects	<p>5. Demonstrates balancing skills 4. Experiments with different ways of balancing</p>
Jump with feet apart	<p>5. Demonstrates balancing skills 4. Experiments with different ways of balancing</p>
Carry a toy while walking	<p>5. Demonstrates balancing skills 4. Experiments with different ways of balancing</p>
Stand on one foot with assistance	<p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p>

<b>PH 2.b: Children develop traveling skills.</b>	
Move from one place to another by walking	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Sometimes run instead of walk	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control
Walk upstairs holding an adult's hand or crawl upstairs on hands and knees	4. Demonstrates traveling skills 4. Experiments with different ways of moving
<b>PH 3: Fine Motor Development</b>	
<b>PH 3.a: Children develop small-muscle control, strength, and coordination,</b>	
Turn the pages of books and point to pictures while being read to	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects  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
Hold objects in both hands	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Pick up very small objects with their index finger and thumb	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Bang two toys together	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully

Play pat-a-cake without much help (such as someone moving their hands for them)	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Begin to stack two to three blocks	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 3 emerging to 4. Uses fingers and whole-arm movements to manipulate and explore objects
<b>PH 3.b: Children develop writing and drawing skills.</b>	
Grab and hold large writing objects, such as crayons, with their whole fist	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
Scribble spontaneously on paper	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  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
<b>By 24 months</b>	
<b>PH 1: Health and Safety Practices</b>	
<b>PH 1.a: Children engage in structured and unstructured physical activity.</b>	
Wield larger toys with some accuracy (e.g., pounding on a pegboard and pegs or on a pounding board)	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Back into a chair to sit down	5. Demonstrates balancing skills 4. Experiments with different ways of balancing

Squat while playing	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
Carry a large toy while walking or playing	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
Run after older children who are running	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control
<b>PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</b>	
Respond appropriately to redirection by adults unless too caught up in a game or emotion	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Demonstrate a beginning understanding when adults say “stop” or “danger” by stopping or listening to adults	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Hold hands briefly with adults when walking but often break contact when distracted by another person or object	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
<b>PH 1.c: Children develop self-help skills.</b>	
Feed themselves with spoon and fork (with some spilling) if early self-help skills are valued and taught in their family culture	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Drink from a cup (with some spilling) if early self-help skills are valued and taught in their family culture	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Participate in some self tooth brushing while an adult is helping them brush their teeth	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

Indicate choices in clothes and shoes by gesturing or using simple words	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Have limited control over bowels and bladder	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
Use a tissue when offered by an adult to wipe nose, face, or hands	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>PH 2: Gross Motor Development</b>	
<b>PH 2.a: Children develop large muscle control, strength, and coordination.</b>	
Bend or stoop over to pick up a toy or other object	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
Pull toys behind themselves	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Climb onto and off of couches, chairs, large rocks, or logs	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
Roll a large ball	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
Toss a ball into a large container	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
Sit on and move small-wheeled riding toys	4. Demonstrates traveling skills 4. Experiments with different ways of moving
<b>PH 2.b: Children develop traveling skills.</b>	
Run sturdily	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control
Walk up steps with some help	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control

Walk backwards	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Walk on tiptoes	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
<b>PH 3: Fine Motor Development</b>	
<b>PH 3.a: Children develop small-muscle control, strength, and coordination,</b>	
Open cabinets, drawers, and boxes	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
String large beads	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Turn containers over to empty out the contents	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Remove lids from containers	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Stack four to six large blocks/cubes	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Attempt snipping with scissors	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements

<b>PH 3.b: Children develop writing and drawing skills.</b>	
Hold large writing objects, such as crayons, in an approximate thumb-and-finger grip	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
Make spontaneous dots, lines, and wobbly circles when painting or drawing	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Fold paper approximately in half	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
<b>By 36 months</b>	
<b>PH 1: Health and Safety Practices</b>	
<b>PH 1.a: Children engage in structured and unstructured physical activity.</b>	
Sustain physical activity for at least 15 minutes at a time for at least 30 minutes total each day	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences  6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements

Participate in outdoor play	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills <ul style="list-style-type: none"> <li>6. Moves purposefully from place to place with control</li> </ul> </li> <li>5. Demonstrates balancing skills <ul style="list-style-type: none"> <li>6. Sustains balance during simple movement experiences</li> </ul> </li> <li>6. Demonstrates gross-motor manipulative skills <ul style="list-style-type: none"> <li>6. Manipulates balls or similar objects with flexible body movements</li> </ul> </li> </ul>
Try new games and toys without assistance	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> <li>11d. Shows curiosity and motivation <ul style="list-style-type: none"> <li>4. Explores and investigates ways to make something happen</li> </ul> </li> </ul> </li> </ul>
Actively participate in games and dances	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>8. Takes responsibility for own well-being</li> </ul> </li> </ul> </li> <li>35. Explores dance and movement concepts</li> </ul>
<b>PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</b>	
Recognize or identify some harmful or unsafe objects and situations	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors <ul style="list-style-type: none"> <li>1b. Follows limits and expectations <ul style="list-style-type: none"> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul> </li> </ul> </li> </ul>
Stop a behavior in response to direction by an adult	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors <ul style="list-style-type: none"> <li>1b. Follows limits and expectations <ul style="list-style-type: none"> <li>4. Accepts redirection from adults</li> </ul> </li> </ul> </li> </ul>
Understand and participate in the routine of holding hands with an adult when walking in public places	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors <ul style="list-style-type: none"> <li>1b. Follows limits and expectations <ul style="list-style-type: none"> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul> </li> </ul> </li> </ul>
Seek an adult's help in some unsafe or dangerous situations	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors <ul style="list-style-type: none"> <li>1b. Follows limits and expectations <ul style="list-style-type: none"> <li>8. Applies rules in new but similar situations</li> </ul> </li> </ul> </li> </ul>



<b>PH 1.c: Children develop self-help skills.</b>	
Understand the difference between food and non-food items	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Recognize when foods are new to them and choose whether to taste or not	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being  29. Demonstrates knowledge about self
Cooperate and assist with tooth brushing	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Wash hands with assistance	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Dress or undress with minimal assistance	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Sit on a toilet	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Obtain and use tissues to wipe their nose, face, or hands	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Indicate when not feeling well	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

<b>PH 2: Gross Motor Development</b>	
<b>PH 2.a: Children develop large muscle control, strength, and coordination.</b>	
Play “catch” using a large rubber ball	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
Throw underhand with some direction	6. Demonstrates gross-motor manipulative skills 5 emerging to 6. Manipulates balls or similar objects with flexible body movements
Climb on outdoor play equipment	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
<b>PH 2.b: Children develop traveling skills.</b>	
Change direction while walking or running	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Stop suddenly after running (displaying increased coordination and regulation of large muscles)	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Climb upstairs using alternating feet; walk downstairs, placing both feet on one step before approaching each subsequent step down	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control
Jump forward at least six inches	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
Move in, under, and over objects in the environment with ease	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
<b>PH 3: Fine Motor Development</b>	
<b>PH 3.a: Children develop small-muscle control, strength, and coordination,</b>	
String large beads onto shoe laces	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Turn knobs and unscrew lids, put lids on post, unwrap candy, etc.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

Put three or four pieces into a puzzle board	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Dig and scoop sand or water	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Use scissors	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
<b>PH 3.b: Children develop writing and drawing skills.</b>	
Hold a pencil in an approximate thumb-and-finger grip	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 5 emerging to 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Attempt to copy a drawn circle	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
Attempt to imitate a drawn cross	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
Attempt to imitate a horizontal and vertical stroke	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

<b>By 48 months</b>	
<b>PH 1: Health and Safety Practices</b>	
<b>PH 1.a: Children engage in structured and unstructured physical activity.</b>	
Carry bags or objects over short distances	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Practice kicking, throwing, and running	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
<b>PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</b>	
Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Understand the difference between “safe touch” and “unsafe touch,” especially if previously instructed	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Tell what the consequences are of unsafe behaviors	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
With adult assistance, look both ways before crossing the street	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

<b>PH 1.c: Children develop self-help skills.</b>	
Help with mealtime routines, such as setting a table	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
Brush their teeth with assistance from an adult	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Wash and dry hands with verbal prompts and support	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Attempt dressing and undressing	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Put their shoes on but may need assistance with tying them	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Choose their own clothes to wear	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Use a toilet	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Cover their mouth when coughing	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>PH 2: Gross Motor Development</b>	
<b>PH 2.a: Children develop large muscle control, strength, and coordination.</b>	
Pedal a tricycle	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control

Aim and throw a ball overhand toward a target	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Bounce a ball	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
Hit a stationary ball with a plastic or foam bat	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
Use arms and legs in a coordinated manner to “pump” on a swing	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Jump off a bottom step with two feet	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
Jump with two feet over small objects	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
<b>PH 2.b: Children develop traveling skills.</b>	
Run up to a ball and kick it while maintaining balance	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Walk or run around obstacles and corners	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Walk up and down stairs, alternating feet	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Understand the position or orientation of their body to other objects and people	<b>Not addressed specifically, but addressed generally by:</b> 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
<b>PH 3: Fine Motor Development</b>	
<b>PH 3.a: Children develop small-muscle control, strength, and coordination,</b>	
String small beads onto shoe laces	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements

Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks)	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Use scissors with purpose	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
<b>PH 3.b: Children develop writing and drawing skills.</b>	
Hold a regular pencil using an adult grip	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 8. Uses three-point finger grip and efficient hand placement when writing and drawing
Imitate a horizontal and vertical stroke	<b>Not addressed specifically, but addressed generally by:</b> 7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Imitate a drawn cross	<b>Not addressed specifically, but addressed generally by:</b> 7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Imitate a drawn circle	<b>Not addressed specifically, but addressed generally by:</b> 7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Write letter or numeral-like forms	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms

<b>By 60 months</b>	
<b>PH 1: Health and Safety Practices</b>	
<b>PH 1.a: Children engage in structured and unstructured physical activity.</b>	
Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60 minutes total each day)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</b>	
Follow safety rules with adult assistance	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Follow emergency routines after adult instruction	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Understand the consequences of not following rules related to safety	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>PH 1.c: Children develop self-help skills.</b>	
Help in preparing snacks and meals	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



Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Dress or undress	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Manage zippers, buttons, buckles, and Velcro	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Tell an adult caregiver when tired	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>PH 2: Gross Motor Development</b>	
<b>PH 2.a: Children develop large muscle control, strength, and coordination.</b>	
Catch a small ball with two hands	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
Bounce a ball and catch it	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
Aim and throw a ball with some accuracy	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
<b>PH 2.b: Children develop traveling skills.</b>	
Hop forward on one foot without losing balance	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
Walk along a beam or edge	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
Gallop	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games

Skip	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Run with control and balance, making quick turns without losing speed and quick stops	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Demonstrate how their body can move forward, backward, left and right	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Demonstrate how their body can move fast or slow	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
<b>PH 3: Fine Motor Development</b>	
<b>PH 3.a: Children develop small-muscle control, strength, and coordination,</b>	
Fold a piece of paper with accuracy and symmetry	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Work a puzzles of up to 10 pieces	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Hold paper and begin to cut with scissors along a straight line	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
<b>PH 3.b: Children develop writing and drawing skills.</b>	
Draw recognizable shapes	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

Write some letters and numerals	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects</p>
<b>Social and Emotional Development</b>	
<b>By 9 months</b>	
<b>SE 1: Relationships with Others</b>	
<b>SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</b>	
Socialize with preferred adults by reciprocally smiling, laughing, or vocalizing	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults</p>
“Converse” with familiar adults by imitating or making faces at adults who make faces at them	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others</p>
Relax when picked up and held by a familiar adult	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults</p>
Search for an adult caregiver who might be out of sight	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults</p>
Engage in turn-taking interactions, such as peek-a-boo	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others</p>

Repeat actions that elicit social responses from others	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others  11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
<b>SE 1.b: Children engage in positive relationships and interactions with other children.</b>	
Babble and smile to show their interest in other children	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Intently watch other babies and children, especially their faces	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Track the activity of other children and notice/move toward others when hearing sounds of excitement	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Reach out to touch other children's hair, face, etc.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
<b>SE 2: Sense of Self</b>	
<b>SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</b>	
Explore their own hands and feet	29. Demonstrates knowledge about self
Demonstrate a recognition of themselves in a mirror	29. Demonstrates knowledge about self
Respond to their own name	29. Demonstrates knowledge about self

<b>SE 2.b: Children develop the confidence to complete an action successfully or independently.</b>	
Demonstrate interest in objects or people	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Accept new toys or objects with interest	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Reach for objects of interest	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Focus on objects and people of interest for longer periods of time	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
<b>SE 3: Self-regulation</b>	
<b>SE 3.a: Children develop the ability to express and regulate their own emotions.</b>	
Demonstrate the ability to self-soothe (calm down) through behaviors such as babbling, thumb/fist sucking, or rocking	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Calm down when talked to, held, or rocked by a preferred caregiver	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
Express a range of emotions (e.g., joy, excitement, or sadness) through facial expressions, gestures, and sound	29. Demonstrates knowledge about self

<b>SE 3.b: Children develop the ability to control impulses.</b>	
Exhibit the ability to wait for a desired object or person	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
<b>By 18 months</b>	
<b>SE 1: Relationships with Others</b>	
<b>SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.</b>	
Imitate adult behavior by repeating and practicing through play (e.g., sweeping with a toy broom, “talking” on a cell phone)	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
Use gestures, body language, and/or vocalizations to seek out help from a preferred adult	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Participate in back-and-forth games with adults	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Seek comfort from a preferred adult when tired or hungry	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person  2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Expand their exploration of their environment in the presence of trusted adults, and regularly check in (visually or physically) with these adults when experiencing stress or uncertainty	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

<b>SE 1.b: Children engage in positive relationships and interactions with other children.</b>	
Engage in positive interactions with other children while supervised	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Imitate and respond to other children's actions and behaviors	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Play alone or engage in parallel play (i.e., play next to but not directly involved in another child's play)	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Recognize and respond differently to younger children	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
<b>SE 2: Sense of Self</b>	
<b>SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</b>	
Explore various play materials and show preferences for specific books, toys, or food	29. Demonstrates knowledge about self
Demonstrate displeasure when unable to exert influence on events	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Indicate their dislike by saying "no" or through some other method (e. g., shaking their head or turning their head/body away)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

Make simple choices	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self  29. Demonstrates knowledge about self
<b>SE 2.b: Children develop the confidence to complete an action successfully or independently.</b>	
Show pleasure at their own actions	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Show attachment to or preference for specific toys	29. Demonstrates knowledge about self
Ask for similar activities to be repeated over and over	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Attempt to perform self-care activities independently of adult help	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Recognize their ability to influence their surroundings (e.g., standing on a table or feeding chair to indicate hunger to an adult)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>SE 3: Self-regulation</b>	
<b>SE 3.a: Children develop the ability to express and regulate their own emotions.</b>	
Self-soothe when offered a special toy or blanket in combination with caregiver nurturance	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person



Look to a trusted adult for comfort when upset or stressed	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1a. Manages feelings                   <ul style="list-style-type: none"> <li>4. Comforts self by seeking out special object or person</li> </ul> </li> </ul> </li> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults                   <ul style="list-style-type: none"> <li>2. Demonstrates a secure attachment to one or more adults</li> </ul> </li> </ul> </li> </ul>
Demonstrate joy, pleasure, and excitement in learning to do new things	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately                   <ul style="list-style-type: none"> <li>4. Seeks to do things for self</li> </ul> </li> </ul> </li> </ul>
<b>SE 3.b: Children develop the ability to control impulses.</b>	
Amuse themselves for a short period of time	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning               <ul style="list-style-type: none"> <li>11a. Attends and engages                   <ul style="list-style-type: none"> <li>4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</li> </ul> </li> </ul> </li> </ul>
Respond to verbal requests to alter their behavior, sometimes continuing with the behavior and sometimes accepting the redirection	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1b. Follows limits and expectations                   <ul style="list-style-type: none"> <li>4. Accepts redirection from adults</li> </ul> </li> </ul> </li> </ul>
Say “no” to express their unwillingness (or sign “no” if they have been taught to sign)	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately                   <ul style="list-style-type: none"> <li>4. Seeks to do things for self</li> </ul> </li> </ul> </li> </ul>
<b>By 24 months</b>	
<b>SE 1: Relationships with Others</b>	
<b>SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.</b>	
Imitate by continuing to repeat actions they have seen long after they have seen them	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning               <ul style="list-style-type: none"> <li>11b. Persists                   <ul style="list-style-type: none"> <li>4. Practices an activity many times until successful</li> </ul> </li> </ul> </li> </ul>
Initiate play and interactions with familiar adults (e.g., pretending to drive a car or bake a cake)	<ul style="list-style-type: none"> <li>14. Uses symbols and images to represent something not present               <ul style="list-style-type: none"> <li>14b. Engages in sociodramatic play                   <ul style="list-style-type: none"> <li>4. Acts out familiar or imaginary scenarios; may use props to stand for something else</li> </ul> </li> </ul> </li> </ul>

Interact with adults to meet needs and wants, communicating through gestures, facial expressions, and simple words	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
Continue to seek out the primary adults in their life as their secure base (using simple words as well as regular visual or physical contact) while playing or exploring the environment and when uncertain	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
<b>SE 1.b: Children engage in positive relationships and interactions with other children.</b>	
Demonstrate interest or concern for a peer who is hurt, fallen, or in distress	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Recognize the idea of possessions (i.e., acting as though they own something) and demonstrate an understanding of “mine” and “not mine”	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
Predominately use parallel play (next to others) while trying out associative play (sharing toys or commenting on the play of others)	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
<b>SE 2: Sense of Self</b>	
<b>SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</b>	
Recognize some body parts (e.g., pointing to eyes, ears, or nose when asked)	29. Demonstrates knowledge about self
Refer to themselves by name	29. Demonstrates knowledge about self
Use “me” and “mine” in reference to themselves and to objects	29. Demonstrates knowledge about self
Express preferences for certain toys or objects	29. Demonstrates knowledge about self

Enjoy playing alone for short periods of time	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  29. Demonstrates knowledge about self
Try to do some things without help	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
<b>SE 2.b: Children develop the confidence to complete an action successfully or independently.</b>	
Alternate between doing things independently and wanting help or comfort	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
Repeat activities and words and songs over and over	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Participate in solitary pretend play (e.g., wearing hats, talking on a phone)	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
Help with simple tasks (e.g., picking up toys)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>SE 3: Self-regulation</b>	
<b>SE 3.a: Children develop the ability to express and regulate their own emotions.</b>	
Accept a security toy or blanket to self-soothe	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person

Demonstrate familiarity with routines	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Demonstrate strong emotions, such as anger, through actions (e.g., falling down on the floor and kicking their legs—throwing a “tantrum”) and calm down with caregiver assistance	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
Express emotions (e.g., happiness, sadness, or anger) through singing and pretend play (in addition to “tantrums”)	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification  29. Demonstrates knowledge about self
<b>SE 3.b: Children develop the ability to control impulses.</b>	
Respond to redirection most of the time	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults
Once redirected, change focus to the new object, person, or play	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Participate in routines with adult guidance	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders  12. Remembers and connects experiences 12b. Makes connections 3 emerging to 4. Remembers the sequence of personal routines and experiences with teacher support

<b>By 36 months</b>	
<b>SE 1: Relationships with Others</b>	
<b>SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</b>	
Seek adult assistance when challenged	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 affection for familiar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Seek comfort from an adult after falling down or getting hurt	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person  2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Interact with adults to solve problems or communicate about experiences or ideas	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
<b>SE 1.b: Children engage in positive relationships and interactions with other children.</b>	
Watch and copy other children's play activities	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Seek assistance from an adult caregiver in resolving conflicts with other children	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
Understand how to take turns during play with other children, with adult guidance and assistance	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 3 emerging to 4. Takes turns

Participate in associative play with other children (i.e., engaging in separate play activities while occasionally sharing toys or commenting on another child's play)	2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups
<b>SE 2: Sense of Self</b>	
<b>SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</b>	
Become aware of the idea of ownership (i.e., "This is mine"; and "that is yours.")	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors  29. Demonstrates knowledge about self
Demonstrate preferences and choices for people, toys, or activities	29. Demonstrates knowledge about self
Recognize a picture of themselves (e.g., by pointing or saying "me")	29. Demonstrates knowledge about self
Describe some personal characteristics (e.g., hair color)	29. Demonstrates knowledge about self
Provide their first and last names when asked	29. Demonstrates knowledge about self
<b>SE 2.b: Children develop the confidence to complete an action successfully or independently.</b>	
Demonstrate joy in their own accomplishments (e.g., throwing away a napkin, flushing a toilet)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Initiate new activities and explore new materials	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Demonstrate interest and pride in handling personal care routines (e.g., removing coat) with minimal assistance	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

<b>SE 3: Self-regulation</b>	
<b>SE 3.a: Children develop the ability to express and regulate their own emotions.</b>	
Calm themselves down after a temper tantrum in a reasonable amount of time with caregiver assistance	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
Comfort themselves by seeking out a special toy, object, or caregiver	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Use words to express their 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
<b>SE 3.b: Children develop the ability to control impulses.</b>	
Follow simple rules most of the time	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Control impulses (e.g., walking around—rather than through—a puddle when directed)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Adapt their behavior to the environment (e.g., shifting from an “outside voice” to an “inside voice”)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Adjust to changes in daily routines with preparation and adult assistance	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders

<b>By 48 months</b>	
<b>SE 1: Relationships with Others</b>	
<b>SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.</b>	
Seek approval from 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
Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
<b>SE 1.b: Children engage in positive relationships and interactions with other children.</b>	
Share and take turns using materials	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
Suggest solutions to conflicts, with adult guidance and assistance	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems
Initiate play and conversations with other children	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
Participate in pretend play with other children	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
Express how another child or storybook character might feel	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others’ feelings about a situation might be different from his or her own



Notice and show concern for peers' feelings	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Comfort peers when they are hurt or upset, with adult guidance and assistance	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 3 emerging to 4. Demonstrates concern about the feelings of others
<b>SE 2: Sense of Self</b>	
<b>SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</b>	
Describe their own and others' personal characteristics (e.g., "My hair is red; your hair is black.")	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.	30. Shows basic understanding of people and how they live
Demonstrate an awareness of their own likes and preferences	29. Demonstrates knowledge about self
<b>SE 2.b: Children develop the confidence to complete an action successfully or independently.</b>	
Choose materials and activities	29. Demonstrates knowledge about self
Participate in new experiences with confidence and independence (e.g., selecting more challenging puzzles)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
<b>SE 3: Self-regulation</b>	
<b>SE 3.a: Children develop the ability to express and regulate their own emotions.</b>	
Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for a favored toy)	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Can express emotions using words, signs, or other communication methods	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

Take pride in their accomplishments	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing things, pounding)	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
<b>SE 3.b: Children develop the ability to control impulses.</b>	
Usually follow classroom rules and expectations	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Adjust to changes in routines and activities	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Ask or wait for adult permission before doing something they are unsure about	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Use materials with purpose, safety, and respect	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
Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a computer)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Stop an engaging activity to transition to another less desirable activity with adult guidance and support	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders

<b>By 60 months</b>	
<b>SE 1: Relationships with Others</b>	
<b>SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</b>	
Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Have a close relationship with a consistent non-parental caregiver, showing interest in the adult's feelings, preferences, and well-being and sharing their experiences	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
<b>SE 1.b: Children engage in positive relationships and interactions with other children.</b>	
Make decisions with other children, with adult guidance and assistance	2. Establishes and sustains positive relationships 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children
Demonstrate consideration for and cooperation with other children	2. Establishes and sustains positive relationships 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children
Prefer to play with one or two special friends	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates
Suggest solutions to conflicts	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems

Demonstrate an ability to compromise when working or playing in a group	<p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>8. Interacts cooperatively in groups of four or five children</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p>6. Initiates the sharing of materials in the classroom and outdoors</p>
Sustain interactions with friends for increasing periods of time	<p>2. Establishes and sustains positive relationships</p> <p>2d. Makes friends</p> <p>8. Maintains friendships for several months or more</p>
Successfully enter into play when a group of children are already involved	<p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
Can predict the causes of other children's emotions (e.g., "she is sad because...")	<p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues</p> <p>6. Identifies basic emotional reactions of others and their causes accurately</p>
<b>SE 2: Sense of Self</b>	
<b>SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</b>	
Differentiate themselves from others based on characteristics they use to describe themselves, such as "shy" or "smart."	<p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p>
Differentiate themselves from others in terms of specific abilities (e.g., "I am a fast runner," or "I am a good climber.")	<p>29. Demonstrates knowledge about self</p>
<b>SE 2.b: Children develop the confidence to complete an action successfully or independently.</b>	
Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>6. Demonstrates confidence in meeting own needs</p>

Stay with a task until it is completed	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>SE 3: Self-regulation</b>	
<b>SE 3.a: Children develop the ability to express and regulate their own emotions.</b>	
Control strong emotions most of the time in an appropriate manner	1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time
Persist at a difficult task with decreasing amounts of frustration	11. Demonstrates positive approaches to learning 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks
Can name emotions using words, signs, or other communication methods	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>SE 3.b: Children develop the ability to control impulses.</b>	
With adult assistance, demonstrate control over actions, words, and emotions in response to a situation	1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time
Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Participate in group activities for increasing amounts of time	2. Establishes and sustains positive relationships 2c. Interacts with peers 7 emerging to 8. Interacts cooperatively in groups of four or five children

Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>Language Development</b>	
<b>By 9 months</b>	
<b>LD 1: Receptive Language</b>	
<b>LD 1.a: Young children attend to, understand, and respond to increasingly complex language.</b>	
Turn toward familiar voices or sounds	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Recognize more than one tone of voice in adults and respond with body movement and sounds.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
Demonstrate a recognition of names of familiar people and favorite objects	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
Respond to voices and sounds in the environment	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Can be quieted by a calm, familiar voice	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Become excited upon hearing familiar words, such as "nursing" or "bottle"	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Startle or cry when there is a loud sound	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds

<b>LD 2: Expressive Language</b>	
<b>LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</b>	
Experiment with making sounds	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary     2. Vocalizes and gestures to communicate</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly     2. Babbles strings of single consonant sounds and combines sounds</p>
Engage in babbling (i.e., making consonant sounds followed by a vowel sound)	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly     2. Babbles strings of single consonant sounds and combines sounds</p>
Say “mama” and “dada”	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly     2. Babbles strings of single consonant sounds and combines sounds</p>
Use vocalizations, gestures, and facial expressions to communicate needs and wants and to express interest or dislike	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately     2. Indicates needs and wants; participates as adult attends to needs</p> <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary     2. Vocalizes and gestures to communicate</p>
<b>LD 3: Pragmatics</b>	
<b>LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.</b>	
Respond to the speech of others by looking toward the speaker	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language     2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>

Initiate and engage in simple back-and-forth interactions with others by using facial expressions, vocalizations, and gestures	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Express enjoyment and a desire for “more” through body language (cues), such as kicking their legs, waving their arms, and smiling	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 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 2. Vocalizes and gestures to communicate
<b>By 18 months</b>	
<b>LD 1: Receptive Language</b>	
<b>LD 1.a: Young children attend to, understand, and respond to increasingly complex language.</b>	
Look at what an adult is pointing to and share attention	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Identify familiar people or objects when prompted	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Understand more words than they can say	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Respond appropriately to familiar words, signs, and songs	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Follow simple, one-step directions, especially if accompanied by adult gestures (e.g., “stop” or “come here”)	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice



<b>LD 2: Expressive Language</b>	
<b>LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</b>	
Communicate in a way that is understood by most familiar people (e.g., eye glances, gestures, sounds)	<p>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</p>
Produce some words and word-like sounds	<p>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</p>
Use eight to ten individual words to communicate wants, needs, interests, and dislikes	<p>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</p>
Combine words and gestures to communicate	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary     2. Vocalizes and gestures to communicate</p> <p>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</p>
Use short, telegraphic phrases (of one or two words) to communicate wants, needs, and thoughts	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately     2. Indicates needs and wants; participates as adult attends to needs</p> <p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar     2. Uses one- or two-word sentences or phrases</p>
Use some pronouns	<p>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</p>

<b>LD 3: Pragmatics</b>	
<b>LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.</b>	
Respond to others' communication with gestures, facial expressions, body movements, and sounds	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Communicate vocally or use nonverbal strategies to communicate when interacting with a responsive adult	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Engage in joint attention by directing their gaze toward what a speaker is looking at or pointing to	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Point in order to request an object	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Use body language (cues) such as bobbing their head, raising their eyebrows, smiling, or tilting their head to signal enjoyment or their desire for more of an activity from an adult	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>By 24 months</b>	
<b>LD 1: Receptive Language</b>	
<b>LD 1.a: Young children attend to, understand, and respond to increasingly complex language.</b>	
Understand approximately 200 words (receptive language)	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

Follow one-step directions with few adult gestures (e.g., responding to an adult saying, “Please lift your arms.”)	8. Listens to and understands increasingly complex language 8b. Follows directions 3 emerging to 4. Follows simple requests not accompanied by gestures
<b>LD 2: Expressive Language</b>	
<b>LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</b>	
Communicate basic needs in a way that is understood by many people outside the family or child care	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
Use “please” and “thank you”	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
Combine words with gestures and expressions (cues) to ensure adults understand their desires or requests (e.g., pointing to the door and saying, “Go outside.”)	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Hold one-sided conversations with stuffed animals and dolls	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
Start to use the plural forms of nouns and verbs	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word
Start to use the past tense of verbs	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word

<b>LD 3: Pragmatics</b>	
<b>LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.</b>	
Participate in simple turn-taking during one-on-one conversations	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations  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
Demonstrate concern for others through gestures and facial expressions	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Directly interact with adults to signal enjoyment or a desire for more (e.g., by tugging on an adult’s pant leg, patting an adult, holding an adult’s arm, or verbalizing)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>By 36 months</b>	
<b>LD 1: Receptive Language</b>	
<b>LD 1.a: Young children attend to, understand, and respond to increasingly complex language.</b>	
Demonstrate an understanding of descriptive words	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Respond appropriately to others’ comments, questions, or stories	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Follow two-step directions that involve familiar experiences and objects (e.g., “Find your shoes and bring them to me.”)	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

<b>LD 2: Expressive Language</b>	
<b>LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</b>	
Communicate basic ideas in a way that is understood by most people	<p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>6. Is understood by most people; may mispronounce new, long, or unusual words</p>
Use a vocabulary of more than 100 words in their home language (words, signs, and/or alternative communication), including words for familiar people, objects, and animals and words that describe (adjectives)	<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> <p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>6. Is understood by most people; may mispronounce new, long, or unusual words</p> <p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>6. Uses complete, four- to six-word sentences</p>
Expand their vocabulary by asking others to name unfamiliar objects	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>6. Describes and tells the use of many familiar items</p>
Use two- and some three-syllable words	<p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>6. Is understood by most people; may mispronounce new, long, or unusual words</p>
Combine words into simple three- to four-word sentences	<p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>4. Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>

Use simple adjectives in statements (“big,” “little,” “hard,” “soft”)	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences</p>
Use simple adverbs in statements (e.g., “That car goes very fast!”)	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences</p>
Use some plurals appropriately (e.g., distinguishing between “car” and “cars”)	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word</p>
Ask “who,” “what,” “why,” and “where” questions	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p>
<b>LD 3: Pragmatics</b>	
<b>LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.</b>	
Respond to others’ statements, prompts, and questions	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p>

Use social conventions to initiate and sustain exchanges of communication	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>6. Engages in conversations of at least three exchanges</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language</p> <p>4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
Demonstrate an understanding of simple humor	<p><b>Not addressed specifically, but addressed generally by:</b></p> <p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
<b>By 48 months</b>	
<b>LD 1: Receptive Language</b>	
<b>LD 1.a: Young children attend to, understand, and respond to increasingly complex language.</b>	
Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge	<p>12. Remembers and connects experiences</p> <p>12b. Makes connections</p> <p>6. Draws on everyday experiences and applies this knowledge to a similar situation</p> <p>18. Comprehends and responds to books and other texts</p> <p>18c. Retells stories</p> <p>6. Retells a familiar story in proper sequence, including major events and characters</p>
Demonstrate an understanding of conversations by responding to questions and prompts	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
Demonstrate an understanding of several hundred words in their home language, including those relating to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and texts)	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>

Distinguish between real and made-up words	<p>Not addressed specifically, but addressed generally by:</p> <p>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</p>
Understand increasingly longer and complex sentences, including sentences with two or more phrases or ideas	<p>8. Listens to and understands increasingly complex language        8a. Comprehends language            7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>
Follow directions that involve multiple steps (e.g., “Please, would you get the sponge, dampen it with water, and clean your table top?”)	<p>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</p>
<b>LD 2: Expressive Language</b>	
<b>LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</b>	
Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors	<p>9. Uses language to express thoughts and needs        9b. Speaks clearly            6. Is understood by most people; may mispronounce new, long, or unusual words</p>
Pronounce new, long, or unusual words if they have modeling and support	<p>9. Uses language to express thoughts and needs        9b. Speaks clearly            7 emerging to 8. Pronounces multisyllabic or unusual words correctly</p>
Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs	<p>9. Uses language to express thoughts and needs        9a. Uses an expanding expressive vocabulary            6. Describes and tells the use of many familiar items</p> <p>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</p>
Demonstrate an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating words to their opposites	<p>9. Uses language to express thoughts and needs        9a. Uses an expanding expressive vocabulary            6. Describes and tells the use of many familiar items</p>



Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
Experiment with using new words in conversation	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Use longer, more increasingly complex sentences, including complete four- to six-word sentences	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
Use, with modeling and support, more complex grammar and parts of speech, including common prepositions, regular plural nouns, correct subject- verb agreement, pronouns, and possessives	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules  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
Continue to ask “who,” “what,” “why,” and “where” 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
<b>LD 3: Pragmatics</b>	
<b>LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.</b>	
Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them	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
Use appropriate volume and intonation when speaking in a variety of social situations	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

Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as “Only one child speaks at once; raise your hand.”)	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
Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 5 emerging to 6. Engages in conversations of at least three exchanges
<b>By 60 months</b>	
<b>LD 1: Receptive Language</b>	
<b>LD 1.a: Young children attend to, understand, and respond to increasingly complex language.</b>	
Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Respond appropriately to a specific and varied vocabulary	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Follow detailed, multi-step directions (e.g., “Put away your toys, wash your hands, and come to the table.”)	8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions
<b>LD 2: Expressive Language</b>	
<b>LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</b>	
Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors	9. Uses language to express thoughts and needs 9b. Speaks clearly 8. Pronounces multisyllabic or unusual words correctly
Expand their vocabulary with words of increasing specificity and variety	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

Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words	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
Use increasingly complex, longer sentences, including sentences that combine two or three phrases	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules
Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most
<b>LD 3: Pragmatics</b>	
<b>LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.</b>	
Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as “Only one child speaks at once; raise your hand.”)	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 7 emerging to 8. Uses acceptable language and social rules during communication with others
Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 7 emerging to 8. Engages in complex, lengthy conversations (five or more exchanges)
Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)  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

<b>Language Development of Dual Language Learners</b>	
<b>LD 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.</b>	
<b>In early-stage English language development, children:</b>	
Demonstrate an understanding of age-appropriate language usage related to conversational as well as basic and advanced concepts in the home language but will not know all the same words in their home language and in English	37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids
Attend to English oral language in both real and pretend activities, relying on the intonation, facial expressions, or gestures of the speaker in the same way that they attend to their home oral language	37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids
Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc.	37. Demonstrates progress in listening to and understanding English 3 emerging to 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids  38. Demonstrates progress in speaking English 3 emerging to 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Begin to follow simple directions in English, especially when they are accompanied by contextual cues, such as gestures, pointing, and voice modulation	37. Demonstrates progress in listening to and understanding English 3 emerging to 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids
<b>In mid-stage English language development, children:</b>	
Make progress in their home language	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
Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities	37. Demonstrates progress in listening to and understanding English 6. Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)	37. Demonstrates progress in listening to and understanding English 6. Responds to words and phrases in English when they are not accompanied by gestures or other visual aids

Respond appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)	37. Demonstrates progress in listening to and understanding English 6. Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
<b>In late-stage English language development, children:</b>	
Demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities	37. Demonstrates progress in listening to and understanding English 8. Understands increasingly complex English phrases used by adults and children
Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)	37. Demonstrates progress in listening to and understanding English 8. Understands increasingly complex English phrases used by adults and children
Follow directions that involve a one- or two-step sequence, relying less on contextual cues	37. Demonstrates progress in listening to and understanding English 8. Understands increasingly complex English phrases used by adults and children
<b>LD 4.b: Young children become increasingly proficient in expressing their thoughts and ideas in English.</b>	
<b>In early-stage English language development, children:</b>	
Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others	38. Demonstrates progress in speaking English 2. Repeats sounds and words in English, sometimes very quietly
Use age-appropriate vocabulary in the home language	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects
Listen and converse in their home language	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Use age-appropriate grammar in their home language	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
Ask a variety of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in their home language	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

Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate; e.g., missing social, contextual, or self-referential cues)	38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
<b>In mid-stage English language development, children:</b>	
Combine nonverbal with some verbal communication to be understood by others	38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Codeswitch (insert a home language word into an English sentence to get the point across when they don't know the word in English)	38. Demonstrates progress in speaking English 5 emerging to 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Use telegraphic speech (two-word phrases rather than full sentences, such as "want food")	38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Use formulaic speech (expressions that are learned whole, e.g., "I don't know")	38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Use English vocabulary that mainly consists of concrete nouns and some verbs and pronouns	38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Converse with others in English using two or three words at a time but switch back and forth between English and their home language	38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Use some English grammatical markers (e.g., "-ing" or the plural-forming "-s") and apply at times the rules of grammar of the home language to English	38. Demonstrates progress in speaking English 5 emerging to 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Use "what" and "why" questions in English, sometimes with errors	38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase

<b>In late-stage English language development, children:</b>	
Demonstrate increasing reliance on verbal communication in English to be understood by others	38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary	38. Demonstrates progress in speaking English 8. Uses increasingly complex grammar in English; makes some mistakes typical of young children
Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction	38. Demonstrates progress in speaking English 7 emerging to 8. Uses increasingly complex grammar in English; makes some mistakes typical of young children
Expand their use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors	38. Demonstrates progress in speaking English 8. Uses increasingly complex grammar in English; makes some mistakes typical of young children
Use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors	38. Demonstrates progress in speaking English 8. Uses increasingly complex grammar in English; makes some mistakes typical of young children
<b>Literacy</b>	
<b>By 9 months</b>	
<b>L 1: Phonological Awareness</b>	
<b>L 1.a: Children notice and discriminate the sounds of spoken language.</b>	
Experiment and play with sound	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
Respond differently to different sounds	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

<b>L 2: Alphabet Knowledge</b>	
<b>L 2.a: Children recognize and identify letters and make letter-sound connections.</b>	
Respond to visual stimuli in their environment	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Demonstrate an increasing awareness of and interest in the sounds of spoken language by focusing on the speaker	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
<b>L 3: Print Knowledge</b>	
<b>L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</b>	
Explore physical features of books	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Demonstrate an interest in books from among a collection of toys	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Demonstrate an interest in books by looking intently at or reaching for colorful pictures in books	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
<b>L 4: Comprehension and Interest</b>	
<b>L 4.a: Children show interest in and an understanding of a variety of literacy experiences.</b>	
Attend to their caregiver's voice when being held and read to	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books



Become quiet or show pleasure when an adult tells or reads a familiar story or rhyme or sings a familiar song	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Explore books with various senses (sight, touch, even taste)	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
<b>L 6: Emergent Writing</b>	
<b>L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.</b>	
Focus on people and express particular interest in facial contours and expressions	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
<b>L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.</b>	
Attend to visual stimuli in their environment	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
<b>By 18 months</b>	
<b>L 1: Phonological Awareness</b>	
<b>L 1.a: Children notice and discriminate the sounds of spoken language.</b>	
Listen attentively to familiar stories, rhymes, and songs	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
Use sounds for a variety of purposes	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games

<b>L 2: Alphabet Knowledge</b>	
<b>L 2.a: Children recognize and identify letters and make letter-sound connections.</b>	
Point to pictures in a book	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
<b>L 3: Print Knowledge</b>	
<b>L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</b>	
Demonstrate an increasing ability to handle books without assistance	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
Hold books and look at pictures as if 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
Respond to features of books, such as pictures and sensory features (e.g., the fluffy cotton in Pat the Bunny)	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
Actively participate in shared reading experiences by pointing to and turning pages	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

<b>L 4: Comprehension and Interest</b>	
<b>L 4.a: Children show interest in and an understanding of a variety of literacy experiences.</b>	
Focus their attention for short periods of time on, and actively participate in, shared reading experiences by pointing to pages, turning pages, and making sounds or saying simple words	<p>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</p> <p>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</p> <p>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</p>
Request that adults read to them	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books</p>
Point to and make sounds for familiar pictures, objects, and characters in books and photographs	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs</p>
Make movements and sounds in response to cues in songs and finger plays	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games</p> <p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds</p>
Demonstrate preferences for favorite books	<p>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</p>

<b>L 6: Emergent Writing</b>	
<b>L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.</b>	
Scribble spontaneously	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
Focus on easy-to-hold books, such as board books, when not able to be active (e.g., sitting in a car seat)	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
<b>L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.</b>	
Make marks or scribbles on paper using a variety of media (e.g., chalk, pencil, markers, paint)	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
<b>By 24 months</b>	
<b>L 1: Phonological Awareness</b>	
<b>L 1.a: Children notice and discriminate the sounds of spoken language.</b>	
Repeat words in rhymes and chants with prompting	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Identify familiar melodies and rhythms in music (in the way that early readers listen for sound-alike words and patterns)	34. Explores musical concepts and expression
Recognize combinations of words	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted

Use two- to three-word sentences (e.g., “Go bye-bye,” “Mommy’s car”)	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
Repeat new words adults say	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
<b>L 2: Alphabet Knowledge</b>	
<b>L 2.a: Children recognize and identify letters and make letter-sound connections.</b>	
Point to 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
Recognize simple environmental print (e.g., McDonalds’ “M” and Wal-Mart “W,” although they may not say the letter)	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Imitate the sounds of animals and people pointed to in books (e.g., making the sound of a squawking duck or a crying baby)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
<b>L 3: Print Knowledge</b>	
<b>L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</b>	
Open books and bring books to an adult to read	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
Point out pictures in books and say the names of items in the pictures	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

Actively participate in shared reading experiences by making one- or two-word comments and continuing to point to and turn pages	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
<b>L 4: Comprehension and Interest</b>	
<b>L 4.a: Children show interest in and an understanding of a variety of literacy experiences.</b>	
Use words, gestures, and/or expressions to request rhymes and rhythm games from adults (e.g., asking an adult by demonstrating part of a rhyme's movement and combining the movement with words)	35. Explores dance and movement concepts
Request adults to read books or certain pages in books to them (e.g., bringing a book to an adult while speaking words of request or making facial expressions that indicate the request)	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
Use gestures and body actions to indicate their interest in having a book read (e.g., nodding their head, raising eyebrows, and pointing)	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
Prefer to listen to familiar or favorite books multiple times (at a single setting or each day)	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
<b>L 6: Emergent Writing</b>	
<b>L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.</b>	
Use things the way they are intended to be used (e.g. scribbling on paper rather than on table surfaces)	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read

<b>L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.</b>	
Make intentional scribbles and shapes when offered paper and crayons or other writing instruments and show their drawings to others	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
<b>By 36 months</b>	
<b>L 1: Phonological Awareness</b>	
<b>L 1.a: Children notice and discriminate the sounds of spoken language.</b>	
Engage in word and sound play with adults (e.g., rhymes, nonsense words)	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Distinguish between words that contain similar-sounding phonemes (“cat-mat,” “pig-jig”)	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Fill in repeating phrases of familiar songs, stories, and finger plays	34. Explores musical concepts and expression
Sing simple songs and lullabies (such as those with repeating initial sounds)	34. Explores musical concepts and expression
<b>L 2: Alphabet Knowledge</b>	
<b>L 2.a: Children recognize and identify letters and make letter-sound connections.</b>	
Recognize more symbols and logos in the environment	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

Recognize letters as a special form of symbol that can be individually named	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
Recognize and identify a few letters in their own name	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name
<b>L 3: Print Knowledge</b>	
<b>L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</b>	
Recognize specific books by their covers and seek out specific pages in familiar books	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
Know where books are kept, take them to an adult reader, and return books to their designated place when finished	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
Make scribble marks on paper and “read” the meaning they assign to the marks	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Recognize letters and numerals as a special form of symbol that can be individually named	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



<b>L 4: Comprehension and Interest</b>	
<b>L 4.a: Children show interest in and an understanding of a variety of literacy experiences.</b>	
Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts	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
Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously  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  28. Uses tools and other technology to perform tasks  34. Explores musical concepts and expression
Demonstrate a preference for conventional books over board books	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 7 emerging to 8. Uses various types of books for their intended
Enjoy books about a variety of topics	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Choose to look at books, magazines, and other print materials without assistance	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
Incorporate books or other print materials into their 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

Recite some words of a familiar book when read to (especially from books with repeating text)	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
Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
With modeling and support, anticipate what comes next in familiar stories	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>L 6: Emergent Writing</b>	
<b>L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.</b>	
Explore a variety of writing tools	28. Uses tools and other technology to perform tasks
Describe drawings and paintings simply (e.g., “that’s Mama”)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Watch when adults write	Not addressed specifically, but addressed generally by: 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Imitate the act of writing during 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

<b>L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.</b>	
Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Create drawings and assign meaning to them	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Imitate the act of writing during 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
<b>By 48 months</b>	
<b>L 1: Phonological Awareness</b>	
<b>L 1.a: Children notice and discriminate the sounds of spoken language.</b>	
Demonstrate an awareness of words as separate units	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 2. Hears and shows awareness of separate words in sentences
Identify whether two words rhyme	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme

Engage in rhyming games and songs; can complete a familiar rhyme	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously  34. Explores musical concepts and expression
Orally blend and segment familiar compound words, with modeling and support	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 5 emerging to 6. Verbally separates and blends onset and rime
Comprehend and use new words introduced within thematic units, stories, and daily activities	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>L 2: Alphabet Knowledge</b>	
<b>L 2.a: Children recognize and identify letters and make letter-sound connections.</b>	
Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Produce the sound for some of the letters they recognize	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 4. Produces the correct sounds for 10–20 letters

Recognize, with modeling and support, their own name or other common words in print	<p>16. Demonstrates knowledge of the alphabet</p> <p>16a. Identifies and names letters</p> <p>4. Recognizes as many as 10 letters, especially those in own name</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17b. Uses print concepts</p> <p>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</p>
Recognize words that start with the same letter as their name	<p>15. Demonstrates phonological awareness</p> <p>15b. Notices and discriminates alliteration</p> <p>6. Matches beginning sounds of some words</p>
<b>L 3: Print Knowledge</b>	
<b>L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</b>	
Hold a book in correct orientation and turn pages from front to back, usually one at a time	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")	<p>16. Demonstrates knowledge of the alphabet</p> <p>16a. Identifies and names letters</p> <p>4. Recognizes as many as 10 letters, especially those in own name</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>4. Letter strings</p>

Imitate the act of reading a book and demonstrate appropriate book-handling skills	<p>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</p> <p>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</p>
Handle and care for books in a respectful manner	<p>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</p>
<b>L 4: Comprehension and Interest</b>	
<b>L 4.a: Children show interest in and an understanding of a variety of literacy experiences.</b>	
Enjoy and ask to engage in book reading, book writing, or other literacy-related activities	<p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling</p>
Explore a variety of literary genres, such as fiction, fantasy, informational texts	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes</p>
Share opinions about what they did or did not like about a book or story	<p>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</p>

With assistance and support, engage in writing activities (e.g., labeling a picture)	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically 5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning 5 emerging to 6. Late invented spelling</p>
Begin to understand the sequence of a story	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
With support, retell or reenact familiar stories with pictures or props as prompts	<p>18. Comprehends and responds to books and other texts</p> <p>18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as prompts</p>
Ask and answer questions about main characters or events in a familiar story	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>
With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed	<p>18. Comprehends and responds to books and other texts</p> <p>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</p>
With modeling and support, demonstrate knowledge from informational texts	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
Respond to the question “what made you think so?” in response to their ideas about books and stories, with more depth and detail	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>

<b>L 6: Emergent Writing</b>	
<b>L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.</b>	
Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
With modeling and support, write some letters	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
With modeling and support, write numerals one through nine	20. Uses number concepts and operations 20c. Connects numerals with their quantities 7 emerging to 8. Identifies numerals to 20 by name and connects each to counted objects
<b>L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.</b>	
Use letter-like symbols to create written materials during play or to express an idea	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is  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  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms



Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas  28. Uses tools and other technology to perform tasks
Dictate ideas, sentences, and stories	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  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
With modeling and support, discuss or answer questions about their writing and drawings	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
<b>By 60 months</b>	
<b>L 1: Phonological Awareness</b>	
<b>L 1.a: Children notice and discriminate the sounds of spoken language.</b>	
Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
Produce words (real or nonsense) that rhyme with other common words (e.g., “dance, prance, krance”)	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word

Identify whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter)	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
Blend and delete compound words without the support of pictures or objects (e.g., “butterfly, butter crunch, butter sandwich, butter bear”)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
With modeling and support, identify, 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
With modeling and support, delete the onsets of words (e.g., “pair-air, fruit-root”)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard “c” sound with “-ook” to make “cook”)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
<b>L 2: Alphabet Knowledge</b>	
<b>L 2.a: Children recognize and identify letters and make letter-sound connections.</b>	
Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print	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
Produce the sound for many of the letters the recognize	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 4. Produces the correct sounds for 10–20 letters
Correctly sort letters and find words that contain specified letters	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
Demonstrate an understanding that strings of letters represent a sequence of spoken sounds	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

<b>L 3: Print Knowledge</b>	
<b>L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.</b>	
Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page	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
Describe roles of authors and illustrators and connect books to specific authors of illustrators	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
Identify familiar words in books and the environment	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
Recognize their own printed name and those of their siblings or friends	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
<b>L 4: Comprehension and Interest</b>	
<b>L 4.a: Children show interest in and an understanding of a variety of literacy experiences.</b>	
Attend to and request longer and more complex books or stories	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
Engage in independent writing activities during routine times, such as pretending to write in their own journal	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)	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
Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing 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
Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships	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
Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs.)	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
With guidance and support, relate events and information from stories to their own experiences	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation  18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult

<b>L 6: Emergent Writing</b>	
<b>L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.</b>	
With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms	<p>19. Demonstrates emergent writing skills 19a. Writes name 2 emerging to 3. Mock letters or letter-like forms</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2 emerging to 3. Mock letters or letter-like forms</p>
Write their first name nearly correctly (may switch the order of letters or write some letters backwards)	<p>19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms</p>
Use invented spelling	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling</p>
With modeling and support, write numerals one through twenty	<p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 7 emerging to 8. Identifies numerals to 20 by name and connects each to counted objects</p>

<b>L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.</b>	
With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question	<p>9. Uses language to express thoughts and needs  9d. Tells about another time or place  6. Tells stories about other times and places that have a logical order and that include major details</p> <p>19. Demonstrates emergent writing skills  19b. Writes to convey meaning  4. Letter strings</p> <p>28. Uses tools and other technology to perform tasks</p>
Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant “order” in a dramatic play area, writing a grocery list)	<p>19. Demonstrates emergent writing skills  19b. Writes to convey meaning  4. Letter strings</p> <p>19. Demonstrates emergent writing skills  19b. Writes to convey meaning  5. Early invented spelling</p>
<b>Literacy Development for Dual Language Learners</b>	
<b>L 5.a: Children become increasingly engaged in literacy experiences in English.</b>	
<b>In early-stage English language development, children:</b>	
Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures)	<p>37. Demonstrates progress in listening to and understanding English  2. Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
“Read” familiar books (written in the home language or in English) when encouraged by others and use the home language to talk about the books	<p>37. Demonstrates progress in listening to and understanding English  2. Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>

Begin to identify and relate to a story from their own life experiences in their home language	37. Demonstrates progress in listening to and understanding English 2. Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English
Retell a story in their home language when read or told a story in the home language	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
<b>In mid-stage English language development, children:</b>	
Participate in reading activities, using books written in English when the language is predictable	37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids
Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English	37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids  38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Describe their own experiences related to the topic of a story, sometimes using telegraphic and/or formulaic speech in English	38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Begin to narrate using English that reflects an increasingly larger vocabulary and more complex grammar	38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Retell a story using the home language and some English when read or told the story in English	38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
<b>In late-stage English language development, children:</b>	
Participate in reading activities, using a variety of genres that are written in English	37. Demonstrates progress in listening to and understanding English 8. Understands increasingly complex English phrases used by adults and children

Choose to read familiar books written in English with increasing independence and to talk about the books in English	<p>37. Demonstrates progress in listening to and understanding English 8. Understands increasingly complex English phrases used by adults and children</p> <p>38. Demonstrates progress in speaking English 8. Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
Engage in extended conversations in English about stories	<p>37. Demonstrates progress in listening to and understanding English 8. Understands increasingly complex English phrases used by adults and children</p> <p>38. Demonstrates progress in speaking English 8. Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
Retell in English the majority of a story read or told in English	<p>38. Demonstrates progress in speaking English 8. Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
<b>Cognitive Development</b>	
<b>By 9 months</b>	
<b>CD 1: Logic and Reasoning</b>	
<b>CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</b>	
Explore objects and materials in different ways (e.g., mouthing, reaching for, or hitting, banging, and squeezing them)	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>
Bang a block (or other object) on the floor repeatedly to hear the sound that it makes	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p>
Combine learning schemes to learn more about an object (e.g., mouthing and then shaking a rattle)	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>



Demonstrate an understanding of simple cause-and-effect relationships (e.g., looking toward the sky when they hear an airplane)	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
<b>CD 2: Memory and Working Memory</b>	
<b>CD 2.a: Children hold information in their mind and manipulate it to perform tasks.</b>	
Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects	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
After repeated experiences with the same objects and persons, sometimes remember that unseen objects are still there (e.g., remembering that a ball is under the blanket)	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
Attend to unexpected events	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
<b>CD 3: Attention and Inhibitory Control</b>	
<b>CD 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.</b>	
Pause or stop when an adult says “stop” or tells them not to do something	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult’s tone of voice and expression
Demonstrate caution around new or unusual people or events	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Explore objects by holding, mouthing, dropping, etc.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

<b>CD 4: Cognitive Flexibility</b>	
<b>CD 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.</b>	
Try new actions with a familiar object (e.g., dropping or throwing a rattle in addition to mouthing it)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Demonstrate an ability to self-soothe or calm (e.g., babbling or sucking on their thumb or fists)	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Develop their own regular sleep-and-wake cycle	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Begin to show an anticipation of familiar routines	23. Demonstrates knowledge of patterns 1 emerging to 2. Shows interest in simple patterns in everyday life
Use their bodies as “tools” (i.e., as a means to an end: reaching out and grasping to get a rattle, for example)	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
<b>By 18 months</b>	
<b>CD 1: Logic and Reasoning</b>	
<b>CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</b>	
Explore small openings and look for items to put in the openings, including their fingers	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Solve simple problems independently (e.g., by climbing to retrieve an out-of-reach object)	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
Demonstrate recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

Use visual comparisons to compare quantities (e.g., which pile of crackers has 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
Stack and then knock down “towers” and then stack them up again	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
<b>CD 2: Memory and Working Memory</b>	
<b>CD 2.a: Children hold information in their mind and manipulate it to perform tasks.</b>	
Point to, or in some other way indicate, familiar people and objects when they are named	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
Remember the location of objects that are meaningful to them	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
Demonstrate an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal	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
<b>CD 3: Attention and Inhibitory Control</b>	
<b>CD 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.</b>	
Inhibit themselves from reaching for a visible but inaccessible object or reward (e.g., a toy on the other side of a window or out of reach)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Attend to a short, familiar storybook but may not want to follow the book page by page	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

<b>CD 4: Cognitive Flexibility</b>	
<b>CD 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.</b>	
Use basic items creatively (e.g., turning a pail over to use it as a drum)	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Demonstrate comfort in familiar routines and activities	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to punch in numbers on a phone and then “talking” to grandpa after waiting for an answer)	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Understand the use of people as “tools” for help (e.g., recognizing that an adult can reach an object for them on a high shelf)	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
View world from an egocentric perspective (e.g., crying when frustrated that things are not going their way)	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
<b>By 24 months</b>	
<b>CD 1: Logic and Reasoning</b>	
<b>CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</b>	
Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them	26. Demonstrates knowledge of the physical properties of objects and materials
Make simple decisions, take action, and observe the effect of their actions on others (e.g., pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

Treat objects differently as they begin to understand similarity and difference (e.g., squeezing stuffed animals and throwing balls)	26. Demonstrates knowledge of the physical properties of objects and materials
Separate objects by a single feature (e.g., color)	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
Match simple geometric forms (e.g., circle, square, triangle) that have the same size and orientation	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
Develop learning schemes related to people and actions (e.g., saying “goodbye” and then leaving, or asking for music and then dancing to it)	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
<b>CD 2: Memory and Working Memory</b>	
<b>CD 2.a: Children hold information in their mind and manipulate it to perform tasks.</b>	
Demonstrate a solid understanding of object permanence (e.g., looking for a car after it enters a tunnel, finding play dough that has been put away in a cupboard)	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
Purposefully put two actions together in sequence (e.g., grabbing a large ball and rolling it)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen

<b>CD 3: Attention and Inhibitory Control</b>	
<b>CD 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.</b>	
Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch”	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support  31. Explores change related to familiar people or places
Comply with simple two-part requests that involve waiting (e.g., “Eat your breakfast and then we’ll play with the blocks.”)	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
<b>CD 4: Cognitive Flexibility</b>	
<b>CD 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.</b>	
Change their behavior in response to environmental cues (e.g., when an adult sits on the floor with a book, they put down their blocks and go over to the adult to listen to the adult read)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Change their behavior in response to their environment by using the “tools” around them (e.g., if a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy)	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
<b>By 36 months</b>	
<b>CD 1: Logic and Reasoning</b>	
<b>CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</b>	
Make plans before attempting to solve some simple problems	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal

Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car traveled)	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Engage in pretend play and games requiring several sequential actions (e.g., playing kickball, which requires kicking a ball, running, and then stopping at a base)	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
<b>CD 2: Memory and Working Memory</b>	
<b>CD 2.a: Children hold information in their mind and manipulate it to perform tasks.</b>	
Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine)	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
Know where things are kept in familiar environments and can retrieve them when needed	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
Successfully follow 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
<b>CD 3: Attention and Inhibitory Control</b>	
<b>CD 3.a: Children's skills increase in filtering impulses and sustaining attention on a task.</b>	
Wait to be handed a desired object	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs

Follow adult directions when given simple guidance	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Focus on topics or materials of interest despite distractions (e.g., can dump out and solve a favorite puzzle, even with other children playing in the background)	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
<b>CD 4: Cognitive Flexibility</b>	
<b>CD 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.</b>	
Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath)	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Transition from one activity to the next activity with adult support	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Make use of their environment by adapting objects as “tools” (e.g., using a stick to reach something that is under a chair)	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
<b>By 48 months</b>	
<b>CD 1: Logic and Reasoning</b>	
<b>CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</b>	
Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand)	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



Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple)	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled)	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
Sort objects and then count and compare the groups formed	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
<b>CD 2: Memory and Working Memory</b>	
<b>CD 2.a: Children hold information in their mind and manipulate it to perform tasks.</b>	
Communicate with some detail about events that happened in the past	12. Remembers and connects experiences 12a. Recognizes and recalls 5 emerging to 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
With support, retell or reenact familiar stories, including such details as characters, phrases, and events	9. Uses language to express thoughts and needs 9d. Tells about another time or place 5 emerging to 6. Tells stories about other times and places that have a logical order and that include major details
Put several objects or groups in order by a quantitative attributes (number, length, etc.)	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Solve simple word problems with totals of five or fewer items (e.g., concluding that they have a total of four pencils if they already have three and are given one more)	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
Successfully follow three-step directions	8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions

<b>CD 3: Attention and Inhibitory Control</b>	
<b>CD 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.</b>	
With adult support, avoid imitating the negative behavior of another child	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
With adult reminders, wait to communicate information in a group	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
Focus on increasingly complex topics for longer periods of time	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Return to complete a task if interrupted	11. Demonstrates positive approaches to learning 11a. Attends and engages 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture)	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Solve simple arithmetic problems	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
Build block buildings and include such structural features as arches and ramps	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

<b>CD 4: Cognitive Flexibility</b>	
<b>CD 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.</b>	
Require minimal adult support to transition from one activity to another (e.g., moving from computer to circle time)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Understand that different contexts may require different behaviors (e.g., taking off shoes when entering their house but leaving them on when entering the classroom)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Generate a new approach or change their plan of action if a better alternative is found or suggested (e.g., accepting a suggestion to secure a tower’s greater stability by building it on the floor rather than on a thick rug)	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
Continue to count when another item is added to a set	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
Understand that not all children want the same things	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others’ feelings about a situation might be different from his or her own
<b>By 60 months</b>	
<b>CD 1: Logic and Reasoning</b>	
<b>CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.</b>	
Solve complex problems by planning and carrying out a sequence of actions	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results

Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together)	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
Explain their reasoning behind a strategy or choice and why it worked or didn't work	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
<b>CD 2: Memory and Working Memory</b>	
<b>CD 2.a: Children hold information in their mind and manipulate it to perform tasks.</b>	
Accurately recount past experiences in the correct order and include relevant details	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
Retell a familiar story in the proper sequence, including such details as characters, phrases, and events	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
Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?")	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
Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Solve simple word problems with totals of 10 or fewer items (e. g., concluding that they have nine grapes if they have seven and are given two more)	20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects

Successfully follow detailed, multi-step directions	8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions
<b>CD 3: Attention and Inhibitory Control</b>	
<b>CD 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.</b>	
Without adult reminders, wait to communicate information in a group	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
Maintain focus on a project for a sustained period of time and over several days	11. Demonstrates positive approaches to learning 11a. Attends and engages 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
Return with focus to an activity or project after having been away from it for a period of time	11. Demonstrates positive approaches to learning 11a. Attends and engages 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
Demonstrate an awareness of important activities that are “coming up” or “in the near future” (e.g., keeping track of the days until a birthday or vacation trip) as a strategy to control excitement	31. Explores change related to familiar people or places
Combine shapes into patterns that make new shapes or complete puzzles (e.g., rearranging a collection of circles and variously sized rectangles to make the image of a person)	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
Build complex block buildings, intentionally maintaining such features as symmetry	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols

<b>CD 4: Cognitive Flexibility</b>	
<b>CD 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.</b>	
Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder or it rains)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Reconstruct a pattern using different materials or modalities	23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns
Sort by more than one attribute (e.g., color and shape) into two or more groups	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
Correctly add an object to an existing series (e.g., of increasing lengths)	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
<b>Mathematics</b>	
<b>By 9 months</b>	
<b>M 1: Number Sense and Quantity</b>	
<b>M 1.a. Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</b>	
Hold two objects, one in each hand	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully

Gesture (e.g., for “more” when eating)	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>    2. Indicates needs and wants; participates as adult attends to needs</p> <p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>    2. Vocalizes and gestures to communicate</p>
<b>M 2: Number Relationships and Operations</b>	
<b>M 2.a. Children learn to use numbers to compare quantities and solve problems.</b>	
Hold two objects, one in each hand	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>    2. Reaches for, touches, and holds objects purposefully</p>
<b>M 3: Classification and Patterning</b>	
<b>M 3.a. Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</b>	
Classify informally as they intuitively recognize objects or situations as similar (e.g., “things I can hold”)	<p>13. Uses classification skills</p> <p>    2. Matches similar objects</p>
Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)	<p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>    2. Uses senses to explore the immediate environment</p>
Engage in repeated actions, including movements and vocalizations	<p>11. Demonstrates positive approaches to learning</p> <p>11b. Persists</p> <p>    2. Repeats actions to obtain similar results</p>
Follow daily routines (i.e., patterns), such as being fed and then going to sleep almost immediately	<p>23. Demonstrates knowledge of patterns</p> <p>    2. Shows interest in simple patterns in everyday life</p>

Enjoy and begin to anticipate repetition, such as playing a “peek-a-boo” game or hearing a familiar song each time they are diapered	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others  23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
<b>M 4: Measurement, Comparison, and Ordering</b>	
<b>M 4.a. Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</b>	
Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Explore volume as they wrap their fingers around an object or around an adult’s finger	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Explore weight as they pull a toy toward themselves	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Explore speed by moving hands or legs	4. Demonstrates traveling skills 2. Moves to explore immediate environment
<b>M 5: Geometry and Spatial Sense</b>	
<b>M 5.a. Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</b>	
Explore the size and shape of objects through various means (e.g., banging, mouthing, dropping, etc.)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Explore the way objects move by tracking objects with their eyes and head	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds



Explore distance by reaching for something	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Explore their spatial sense through movement, both involuntary and voluntary (e.g., being picked up, scooting, and pulling up)	4. Demonstrates traveling skills 2. Moves to explore immediate environment
<b>By 18 months</b>	
<b>M 1: Number Sense and Quantity</b>	
<b>M 1.a. Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</b>	
Use words or gestures for action phrases (e.g., “all gone” and “more”)	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
Recognize that there are “one” or “two” of something	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
<b>M 2: Number Relationships and Operations</b>	
<b>M 2.a. Children learn to use numbers to compare quantities and solve problems.</b>	
Demonstrate early one-to-one correspondence (e.g., filling containers with objects by dropping them in one at a time)	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Will usually choose a set that has more of something they prefer over a set that has less, when given the option	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
Create larger and smaller sets of objects by grouping and ungrouping items (e.g., placing and removing rings on a vertical peg)	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

<b>M 3: Classification and Patterning</b>	
<b>M 3.a. Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</b>	
Identify objects or creatures by implicitly recognizing their basic attributes and applying labels that adults perceive as classes (e.g., all canines are “doggies”; all felines are “kitties”)	13. Uses classification skills 2. Matches similar objects
Form sets intuitively in which objects in each set are the same (identical) and objects in the other set are different (e.g., putting all of the dolls in one pile and all of the cars in another)	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
Repeat certain action sequences over and over, such as filling and emptying containers	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Make patterns intuitively by repeating particular movements and vocalizations	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Watch, bounce, or clap to rhythmic sounds or sing along when an adult sings a song or chant	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns  34. Explores musical concepts and expression
<b>M 4: Measurement, Comparison, and Ordering</b>	
<b>M 4.a. Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</b>	
Notice large differences in size between two objects (e.g., pointing to the bigger ball)	22. Compares and measures 2. Makes simple comparisons between two objects
Use such words as “big” and “little” to differentiate sizes	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Explore relative size by trying to squeeze a large object into a smaller container (e.g., putting a doll into doll stroller and then trying to fit themselves into the stroller)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<b>M 5: Geometry and Spatial Sense</b>	
<b>M 5.a. Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</b>	
Explore how differently shaped objects fit or do not fit together by manipulating such things as nesting cups or stacking cones	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Explore barriers to movement when not able to walk or push past something	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Compare the attributes of objects or pictures and identify those that are similar	13. Uses classification skills 2. Matches similar objects
Explore their spatial sense (e.g., by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
<b>By 24 months</b>	
<b>M 1: Number Sense and Quantity</b>	
<b>M 1.a. Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</b>	
Name their first number word—typically “two” (or they hold up two fingers)	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
Bring two treats when asked to get treats for two people	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
Match small and large objects (e.g., counting bears to make “Mommy and Me” pairs)	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

<b>M 2: Number Relationships and Operations</b>	
<b>M 2.a. Children learn to use numbers to compare quantities and solve problems.</b>	
Begin to say or gesture the number “two” when asked how old they are	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more
Put objects in accurate, one-to-one correspondence when supported by the context (e.g., placing one plastic egg into each indentation of an egg carton)	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
Compare collections that are quite different in size (e.g., one that is at least twice the other)	22. Compares and measures 2. Makes simple comparisons between two objects
Notice when another child has more of something and gesture or verbalize “want more”	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
Put groups of objects together and begin to subtract (i.e., share) objects by offering one or more to a friend or adult	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

<b>M 3: Classification and Patterning</b>	
<b>M 3.a. Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</b>	
Sort and match toys and other objects by attributes, such as color or size	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
Form sets with objects that are similar in some properties (but not necessarily identical), such as separating groups by color	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
Make simple patterns of movement through repeated rhythmic activity	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Copy an adult’s made-up verbal pattern (e.g., “me, me, moo”)	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
Recognize and begin to participate in patterns within stories and in songs	23. Demonstrates knowledge of patterns 3 emerging to 4. Copies simple repeating patterns  34. Explores musical concepts and expression
<b>M 4: Measurement, Comparison, and Ordering</b>	
<b>M 4.a. Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</b>	
Use words such as “big,” “small,” and “more” to indicate differences in quantity	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
Understand and use general measurement words, such as “big” and “hot”	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

Recognize when their food bowl is empty and gesture to indicate that fact, or say “more” or “all gone”	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Find and point to small objects (e.g., the tiny mouse on the pages of Goodnight Moon)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
<b>M 5: Geometry and Spatial Sense</b>	
<b>M 5.a. Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</b>	
Match familiar shapes (e.g., circle, square, triangle) that have the same size and the same orientation	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
Attempt to stack blocks as high or higher than themselves	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
Match simple shapes (e.g., placing a shape on a shape board)	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
Explore gravity (e.g., push toy cars down an incline, such as a slanted board)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by gestures, such as pointing	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)

<b>By 36 months</b>	
<b>M 1: Number Sense and Quantity</b>	
<b>M 1.a. Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</b>	
Verbally count to ten (or in some way indicate a knowledge of words for the numbers from one to ten in sequence) with occasional errors	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
Count up to five objects accurately	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
Name and identify some written numerals	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
Identify numerals as being different from letters	22. Compares and measures 2. Makes simple comparisons between two objects
<b>M 2: Number Relationships and Operations</b>	
<b>M 2.a. Children learn to use numbers to compare quantities and solve problems.</b>	
Use visual cues to approximate which of two sets of objects has more	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
Understand that putting two sets of objects together makes “more” and taking sets of objects apart will make 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

Add and subtract with sets of objects smaller than three	20. Uses number concepts and operations 20b. Quantifies 3 emerging to 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
<b>M 3: Classification and Patterning</b>	
<b>M 3.a. Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</b>	
Follow a verbal rule for sorting objects into sets	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
Notice when two things share similar attributes	22. Compares and measures 2. Makes simple comparisons between two objects
Recognize and extend a simple repeating pattern (e.g., stomp-clap-stomp-clap), with modeling and support	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
<b>M 4: Measurement, Comparison, and Ordering</b>	
<b>M 4.a. Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</b>	
Compare small quantities (e.g., knowing that “two” is more than “one” or choosing the larger bowl for cereal over the smaller one)	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
Know the sequence of some parts of their daily routine	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support



Use language to compare the sizes of objects (e.g., “big” and “little”; and “mommy,” “daddy,” and “baby”)	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>6. Describes and tells the use of many familiar items</p> <p>22. Compares and measures</p> <p>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</p>
<b>M 5: Geometry and Spatial Sense</b>	
<b>M 5.a. Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</b>	
Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation	<p>22. Compares and measures</p> <p>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</p>
Build pictures or designs with two-dimensional shapes and create buildings or structures with three-dimensional shapes, such as building blocks	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>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</p>
Recognize and name some familiar shapes	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>4. Identifies a few basic shapes (circle, square, triangle)</p>
Understand and use basic language related to locations (e.g., “above,” “below,” “under,” “over”)	<p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>6. Uses and responds appropriately to positional words indicating location, direction, and distance</p>

<b>By 48 months</b>	
<b>M 1: Number Sense and Quantity</b>	
<b>M 1.a. Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</b>	
Quickly name the number in a group of objects, up to four	20. Uses number concepts and operations 20b. Quantifies 3 emerging to 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
Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors	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
Use strategies to accurately count sets of up to 10 objects	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
Understand that the last number counted represents the number of objects in a set	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
Associate a quantity with a written numeral up to five	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
Recognize and write some numerals up to 10	20. Uses number concepts and operations 20c. Connects numerals with their quantities 5 emerging to 6. Identifies numerals to 10 by name and connects each to counted objects

<b>M 2: Number Relationships and Operations</b>	
<b>M 2.a. Children learn to use numbers to compare quantities and solve problems.</b>	
Understand that a entire set of objects is more than its parts when the set is divided into smaller groups	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
Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five	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
Use one-to-one correspondence to compare small sets of similar 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
<b>M 3: Classification and Patterning</b>	
<b>M 3.a. Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</b>	
Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small)	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
Classify everyday objects that go together (e.g., mittens, hats, coats)	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
Demonstrate recognition of a simple, repeating pattern	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns

Replicate, complete, and extend repeating patterns	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Recognize, name, and extend basic growing (or enlarging) patterns (e.g., “one more”)	23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns
<b>M 4: Measurement, Comparison, and Ordering</b>	
<b>M 4.a. Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</b>	
Compare two small sets of objects (five or fewer)	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
Make small series of objects (e.g., putting three or four objects in order by length)	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Recognize differences in measureable attributes by direct-comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others)	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Use multiple copies of the same unit to measure (e.g., seeing how many “building blocks high” a pillow fort is)	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Use comparative language (e.g., “shortest,” “heavier,” “biggest”)	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

<b>M 5: Geometry and Spatial Sense</b>	
<b>M 5.a. Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</b>	
Build familiar two-dimensional shapes from components or parts (e.g., using a set of circle, rectangle, and line shapes to create an image of a snowman)	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
Combine and separate shapes to make designs or pictures (e.g., completing shape 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
Build simple examples of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks	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
Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation	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
Use basic language to describe their location (e.g., “I am under the bed.)	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
Correctly follow directions involving their own positions in space (e.g., “move forward,” “sit behind,” etc.)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)

<b>By 60 months</b>	
<b>M 1: Number Sense and Quantity</b>	
<b>M 1.a. Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</b>	
Quickly name the number in a group of objects, up 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
Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern	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
Use strategies to count large sets of objects (more than 10)	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
Know the number that comes before or after a specified number (up to 20)	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
Recognize and order each written numeral up to 10	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
Associate a quantity with a written numeral up to 10	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

<b>M 2: Number Relationships and Operations</b>	
<b>M 2.a. Children learn to use numbers to compare quantities and solve problems.</b>	
Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Understand that adding one or taking away one changes the number in a group of objects by exactly one	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
Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten	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
<b>M 3: Classification and Patterning</b>	
<b>M 3.a. Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</b>	
Sort objects by more than one attribute (e.g., color and shape) into two or more groups	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
Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., “These are all of the red ones, but these are all of the big ones”)	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat)	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns

Replicate and extend simple growing (or enlarging) patterns	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
<b>M 4: Measurement, Comparison, and Ordering</b>	
<b>M 4.a. Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</b>	
Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Use measurement language to describe the attributes of objects (e.g., “This is three-blocks long.”)	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
<b>M 5: Geometry and Spatial Sense</b>	
<b>M 5.a. Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</b>	
Describe and compare shapes using their attributes (e.g., “a triangle has three sides, but a square has four.”)	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
Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)	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
Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks	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



Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus)	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
Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder)	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
Understand and use language related to directionality, order, and the position of objects, such as “up,” “down,” “in front,” and “behind”	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
<b>Science</b>	
<b>By 9 months</b>	
<b>S 1: Scientific Inquiry and Application</b>	
<b>S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.</b>	
Demonstrate an awareness of individual objects and stimuli	24. Uses scientific inquiry skills
Feel and explore objects placed in their hands and bring the objects to their mouth	24. Uses scientific inquiry skills
Use multiple senses to observe and respond to their natural world	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment  24. Uses scientific inquiry skills
Bang a block or other object on the floor repeatedly to hear the sound it makes	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results

Repeatedly turn an object over and listen to the sound of its movement; purposely push buttons on a toy box to produce a sound	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>
Use their bodies as “tools” (a means to an end) to gather information and obtain results (e.g., reaching out and grasping to get the rattle)	<p>6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects</p> <p>11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal</p>
<b>S 2: Knowledge of Science Concepts</b>	
<b>S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.</b>	
Show interest and curiosity in the natural world	27. Demonstrates knowledge of Earth’s environment
Explore the properties of objects and materials	26. Demonstrates knowledge of the physical properties of objects and materials
<b>By 18 months</b>	
<b>S 1: Scientific Inquiry and Application</b>	
<b>S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.</b>	
Demonstrate an awareness that new objects and stimuli are different from already-known objects	26. Demonstrates knowledge of the physical properties of objects and materials
Vary their behaviors or actions to see what the result will be (e.g., splash hands in water, watch toys move)	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p> <p>24. Uses scientific inquiry skills</p>

Explore and manipulate objects to see what happens or how things work (e.g., flip light switches on and off, press buttons on a music player)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen  24. Uses scientific inquiry skills
Pat, push, squish, and pound play dough, clay, or wet sand to experience how it feels and discover what they can do with it	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen  24. Uses scientific inquiry skills
Demonstrate a recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen  24. Uses scientific inquiry skills
Understand the use of people as “tools” for help (e.g., pulling on an adult’s hand and guiding it to twist the knob on a wind-up toy)	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
<b>S 2: Knowledge of Science Concepts</b>	
<b>S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.</b>	
Explore the characteristics of living things (e.g., petting a cat or dog to explore the soft fur)	25. Demonstrates knowledge of the characteristics of living things
Actively experiment with and explore the physical properties of objects and substances (e.g., stacking and knocking down towers and stacking them up again; bouncing balls; playing with play dough)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen  26. Demonstrates knowledge of the physical properties of objects and materials

<b>By 24 months</b>	
<b>S 1: Scientific Inquiry and Application</b>	
<b>S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.</b>	
Make simple decisions, take action, and observe the effect of their actions on others (e.g., knocking down a tower of blocks)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Make simple predictions about what comes next based on previous experience (e.g., predicting that “outside” time comes after their nap)	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support  24. Uses scientific inquiry skills
Explore cause-and-effect relationships (e.g., pushing a button on an adult’s smart phone to change the picture)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Use tools to collect information and to influence their environment (e.g., if a toy is on a towel, pulling the blanket to bring the toy closer)	28. Uses tools and other technology to perform tasks
<b>S 2: Knowledge of Science Concepts</b>	
<b>S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.</b>	
Observe and react to living things (e.g., when outside, chasing or follow a small creature, such as a butterfly, bird, or lizard)	24. Uses scientific inquiry skills
Explore living surfaces (e.g. rolling in grass or playing in the dirt)	27. Demonstrates knowledge of Earth’s environment
Explore representations of living things (e.g., playing with a stuffed animal and referring to it as a “doggy”)	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
Explore characteristics of man-made and natural materials (e.g., playing with rocks that are bumpy and smooth, pairing mother and baby toy animals)	26. Demonstrates knowledge of the physical properties of objects and materials

<b>By 36 months</b>	
<b>S 1: Scientific Inquiry and Application</b>	
<b>S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.</b>	
Provide simple descriptions of objects, people, and events based on observations	24. Uses scientific inquiry skills
Ask questions about the world around them	24. Uses scientific inquiry skills
Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., attempting to balance blocks on slanted surfaces, using fingers to move objects on a touch screen)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen  24. Uses scientific inquiry skills
Collect information and adapt an approach to reaching a goal by using actual objects as tools (e.g., using a stick to reach something that is under a chair)	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks  24. Uses scientific inquiry skills
<b>S 2: Knowledge of Science Concepts</b>	
<b>S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.</b>	
Show curiosity and ask questions about the natural world	24. Uses scientific inquiry skills  27. Demonstrates knowledge of Earth's environment
Make observations about the characteristics of living things	25. Demonstrates knowledge of the characteristics of living things
Observe and identify natural materials	26. Demonstrates knowledge of the physical properties of objects and materials
Compare and contrast properties of physical objects	26. Demonstrates knowledge of the physical properties of objects and materials
Demonstrate an understanding that different weather requires different clothing (e.g., looking outside at newly fallen snow and running to get boots and mittens)	27. Demonstrates knowledge of Earth's environment

<b>By 48 months</b>	
<b>S 1: Scientific Inquiry and Application</b>	
<b>S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.</b>	
Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different)	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
Make simple predictions and plans to carry out investigations	24. Uses scientific inquiry skills
Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)	24. Uses scientific inquiry skills
Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier)	28. Uses tools and other technology to perform tasks
<b>S 2: Knowledge of Science Concepts</b>	
<b>S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.</b>	
Demonstrate an understanding of the differences between living and non-living things	25. Demonstrates knowledge of the characteristics of living things
Describe how living things change over time	25. Demonstrates knowledge of the characteristics of living things
Understand the characteristics of and differences between habitats for people and habitats for animals	25. Demonstrates knowledge of the characteristics of living things
Investigate the properties of natural elements and provide simple descriptions	26. Demonstrates knowledge of the physical properties of objects and materials

Use observable characteristics to describe and categorize physical objects and materials based on differences or similarities	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
<b>By 60 months</b>	
<b>S 1: Scientific Inquiry and Application</b>	
<b>S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.</b>	
Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat)	28. Uses tools and other technology to perform tasks
Engage in elements of the scientific process, which includes observing, making predictions, recording predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out ideas, and communicating outcomes	24. Uses scientific inquiry skills
Analyze the result of an attempted solution and use the new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float)	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 24. Uses scientific inquiry skills
<b>S 2: Knowledge of Science Concepts</b>	
<b>S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.</b>	
Describe the characteristics that define living things	25. Demonstrates knowledge of the characteristics of living things
Observe the similarities, differences, and categories of plants and animals	25. Demonstrates knowledge of the characteristics of living things
Ask and answer questions about changes in the appearance, behavior, and habitats of living things	25. Demonstrates knowledge of the characteristics of living things

Use increasingly complex vocabulary to describe natural elements	26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
Differentiate between natural and man-made materials	26. Demonstrates knowledge of the physical properties of objects and materials
Describe changes that occur in the natural environment over time	27. Demonstrates knowledge of Earth's environment
Make observations about physical properties of objects, the motion of toys and objects, and changes in matter	26. Demonstrates knowledge of the physical properties of objects and materials
<b>Social Studies</b>	
<b>By 9 months</b>	
<b>SS 1: Self, Family, and Community</b>	
<b>SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.</b>	
Demonstrate an interest in themselves (e.g., observing themselves in a mirror, looking at their own hands and feet)	29. Demonstrates knowledge about self
Use gestures to communicate their interest in objects and people	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Smile when someone familiar smiles at them	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Focus their attention on others and engage in interactions	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others  30. Shows basic understanding of people and how they live
Kick their legs or reach with their arms when they see a familiar person	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



Demonstrate a preference for familiar versus unfamiliar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices	30. Shows basic understanding of people and how they live
<b>SS 2: Self, History, and Geography</b>	
SS 2.a: Children understand the concepts of time (past, present, and future) and place.	31. Explores change related to familiar people or places
<b>By 18 months</b>	
<b>SS 1: Self, Family, and Community</b>	
<b>SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.</b>	
Look to caregivers for assistance, guidance, and safety	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Distinguish between familiar and unfamiliar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults  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
Show an awareness of the unique attributes of people	30. Shows basic understanding of people and how they live
<b>SS 2: Self, History, and Geography</b>	
SS 2.a: Children understand the concepts of time (past, present, and future) and place.	31. Explores change related to familiar people or places

<b>By 24 months</b>	
<b>SS 1: Self, Family, and Community</b>	
<b>SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.</b>	
Demonstrate an understanding of simple rules and prompts, such as “stop,” but often do not follow directions	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
“Chat” with family members, although only half of the words they use may be recognizable	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
Identify known people in pictures	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help	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
<b>SS 2: Self, History, and Geography</b>	
<b>SS 2.a: Children understand the concepts of time (past, present, and future) and place.</b>	
Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch”	31. Explores change related to familiar people or places
Use spatial cues to find or describe the location of objects (e.g., “behind the book shelf,” “on top of the table”)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)

<b>By 36 months</b>	
<b>SS 1: Self, Family, and Community</b>	
<b>SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.</b>	
Follow rules and understand that there may be different rules for different contexts	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Identify themselves as members of a family or classroom and participate as active members of these communities	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  30. Shows basic understanding of people and how they live
Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll)	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
Identify basic similarities and differences between themselves and others	29. Demonstrates knowledge about self  30. Shows basic understanding of people and how they live
<b>SS 2: Self, History, and Geography</b>	
<b>SS 2.a: Children understand the concepts of time (past, present, and future) and place.</b>	
Demonstrate an awareness of a daily routine	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Demonstrates an awareness of familiar buildings and signs and know their meaning (e.g., recognizing a stop sign and knowing the car must stop; says "Hey! There's the zoo")	32. Demonstrates simple geographic knowledge

<b>By 48 months</b>	
<b>SS 1: Self, Family, and Community</b>	
<b>SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.</b>	
Share information about their family and community	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Demonstrate an awareness of and appreciation for family and cultural stories	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, “This is our house.”)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 29. Demonstrates knowledge about self
Demonstrate an awareness of group rules and the outcomes of choices	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
Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up)	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
Engage in pretend play using objects as representations of something else (e.g., string as a fireman’s hose or an empty plate that serves “dinner”)	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

Identify and ask questions about similarities and differences between personal, family, and cultural characteristics	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Demonstrate an awareness of and appreciation for personal characteristics (e.g., saying “That man is nice,” or “She has red hair.”)	30. Shows basic understanding of people and how they live
<b>SS 2: Self, History, and Geography</b>	
<b>SS 2.a: Children understand the concepts of time (past, present, and future) and place.</b>	
Communicate about personal history (e.g., “When I was little... ”)	29. Demonstrates knowledge about self
Use such words as “today” or “day” and “night”	31. Explores change related to familiar people or places
Communicate with increasing specificity about the location of objects and areas at school and home	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 32. Demonstrates simple geographic knowledge
<b>By 60 months</b>	
<b>SS 1: Self, Family, and Community</b>	
<b>SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.</b>	
Talk about family in more complex ways (e.g., explaining the importance of unique family traditions beyond common holiday customs)	29. Demonstrates knowledge about self
Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and an general plot), for example, by acting out family or community roles and events	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
Demonstrate an understanding that “fairness” involves taking turns and sharing roles	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

Engage in peer conflict resolution with increasing independence	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
Make comparisons about similarities and differences among people and use themselves as a reference (e.g., saying “That boy is bigger than me!”)	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
<b>SS 2: Self, History, and Geography</b>	
<b>SS 2.a: Children understand the concepts of time (past, present, and future) and place.</b>	
Use such terms as “today,” “tomorrow,” and “next time” with some accuracy	31. Explores change related to familiar people or places
Use and understand concepts of “before” and “after”	31. Explores change related to familiar people or places
Recognize the passage of time through day-and-night cycles and through changing seasons	27. Demonstrates knowledge of Earth’s environment 31. Explores change related to familiar people or places
Recognize common features in their immediate environment (e.g., talking about the apple tree outside their back door, or commenting on the river they cross on their ride to school)	32. Demonstrates simple geographic knowledge
Create drawings of home and school	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet in their bedroom)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols 32. Demonstrates simple geographic knowledge
Identify familiar landmarks (police or fire station, grocery store)	32. Demonstrates simple geographic knowledge

<b>Creative Arts</b>	
<b>By 9 months</b>	
<b>CA 1: Experimentation and Participation in the Creative Arts</b>	
<b>CA 1.a: Children gain an appreciation for and participate in the creative arts.</b>	
Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Gaze at pictures, photographs, and mirror images	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Attend to bright and/or contrasting colors	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Respond to music and being sung to by listening and moving their heads, arms, and legs	34. Explores musical concepts and expression
Imitate by babbling during or after an adult sings or chants	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Make eye contact with singers	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Move their bodies with some intent and control	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Engage in social play with adults	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others

Use objects as tools to make sounds, for example, banging blocks together with adult help	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>2. Reaches for, touches, and holds objects purposefully</p> <p>11. Demonstrates positive approaches to learning</p> <p>11e. Shows flexibility and inventiveness in thinking</p> <p>2. Imitates others in using objects in new and/or unanticipated ways</p>
<b>By 18 months</b>	
<b>CA 1: Experimentation and Participation in the Creative Arts</b>	
<b>CA 1.a: Children gain an appreciation for and participate in the creative arts.</b>	
Recognize and associate a certain song or sound with a particular meaning (e.g., hearing a nap-time song and thinking that it's safe, secure, and time to nap)	<p>23. Demonstrates knowledge of patterns</p> <p>2. Shows interest in simple patterns in everyday life</p>
Use facial expressions, sound (e.g., vocalizations, clapping), and movement to encourage singers or music to continue	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>2. Indicates needs and wants; participates as adult attends to needs</p> <p>34. Explores musical concepts and expression</p>
Use sounds and their voice as they play or look at books with adults	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>2. Contributes particular language from the book at the appropriate time</p>
Make loud noises just for fun, such as screaming or yelling	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>2. Vocalizes and gestures to communicate</p>
Make movements and sounds in response to cues in songs and finger plays	<p>15. Demonstrates phonological awareness</p> <p>15a. Notices and discriminates rhyme</p> <p>2. Joins in rhyming songs and games</p>



Stand with feet wide apart and sways to the sound of music	4. Demonstrates traveling skills 2. Moves to explore immediate environment  34. Explores musical concepts and expression  35. Explores dance and movement concepts
Use a variety of materials in exploring and creating visual art	33. Explores the visual arts
Create marks with crayons, paints, and chalk	33. Explores the visual arts
Enjoy producing music and other sounds with simple instruments (e.g., triangles, tambourines, etc.)	34. Explores musical concepts and expression
Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to drink from a cup and then saying “Ah!” when finished)	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
<b>By 24 months</b>	
<b>CA 1: Experimentation and Participation in the Creative Arts</b>	
<b>CA 1.a: Children gain an appreciation for and participate in the creative arts.</b>	
Talk or sing to themselves for comfort or enjoyment	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Stop, turn their head to listen, and watch when music or other rhythmic sounds play on a TV	34. Explores musical concepts and expression
Squeeze soft clay and dough into abstract shapes	33. Explores the visual arts
Repeat the same song over and over	34. Explores musical concepts and expression
Dance alone or with others	35. Explores dance and movement concepts
“Play” musical instruments (e.g., attempting to blow into a whistle or harmonica)	34. Explores musical concepts and expression

Seek out imaginative play opportunities with trusted adults	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  36. Explores drama through actions and language
Explore roles through imaginative play, such as saying “boo” to an adult and acting scared when the adult says “boo” to them	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  36. Explores drama through actions and language
<b>By 36 months</b>	
<b>CA 1: Experimentation and Participation in the Creative Arts</b>	
<b>CA 1.a: Children gain an appreciation for and participate in the creative arts.</b>	
Demonstrate preferences for favorite colors	29. Demonstrates knowledge about self
Move their bodies with increasing skill to express emotions and rhythms	35. Explores dance and movement concepts
Create representations of real objects in art work	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is  33. Explores the visual arts
Create new songs and dances or add their own words to songs with support from adults	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

Dance to music in a group with support from adults	34. Explores musical concepts and expression 35. Explores dance and movement concepts
March with musical instruments with support from adults	34. Explores musical concepts and expression
Imitate simple songs and finger-play movements	34. Explores musical concepts and expression 36. Explores drama through actions and language
Watch and copy other children's play activities	35. Explores dance and movement concepts
Use imaginative play as a vehicle to express their own life experiences and familiar stories	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
Tell about their artistic creations	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 33. Explores the visual arts

<b>By 48 months</b>	
<b>CA 1: Experimentation and Participation in the Creative Arts</b>	
<b>CA 1.a: Children gain an appreciation for and participate in the creative arts.</b>	
Express preferences for some different types of art, music, and drama	<p>29. Demonstrates knowledge about self</p> <p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>36. Explores drama through actions and language</p>
Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>36. Explores drama through actions and language</p>
Notice and communicate about art, music, and drama	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>36. Explores drama through actions and language</p>
Explore musical instruments and use them to produce rhythms and tones	34. Explores musical concepts and expression
Mold and build with dough and clay and then identify and sometimes name their creation (e.g., “I made a dog and his name is Spot.”)	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>33. Explores the visual arts</p>

Act out the plots and characters found in familiar stories	<p>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</p> <p>36. Explores drama through actions and language</p>
Participate in pretend play with other children	<p>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</p>
Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice	<p>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</p> <p>14. Uses symbols and images to represent something not present  14a. Thinks symbolically      6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<b>By 60 months</b>	
<b>CA 1: Experimentation and Participation in the Creative Arts</b>	
<b>CA 1.a: Children gain an appreciation for and participate in the creative arts.</b>	
Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs	<p>34. Explores musical concepts and expression</p>
Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.)	<p>14. Uses symbols and images to represent something not present  14a. Thinks symbolically      6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>33. Explores the visual arts</p>

Write and act out stories based upon familiar topics or characters	<p>9. Uses language to express thoughts and needs</p> <p>9d. Tells about another time or place</p> <p>6. Tells stories about other times and places that have a logical order and that include major details</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>4. Letter strings</p> <p>36. Explores drama through actions and language</p>
Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities.	<p>29. Demonstrates knowledge about self</p> <p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>36. Explores drama through actions and language</p>
Plan art and show increasing care and persistence in completing it	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>33. Explores the visual arts</p>
Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail	<p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p>6. Initiates the sharing of materials in the classroom and outdoors</p> <p>33. Explores the visual arts</p>
Communicate about elements appearing in art, music, and drama	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>36. Explores drama through actions and language</p>