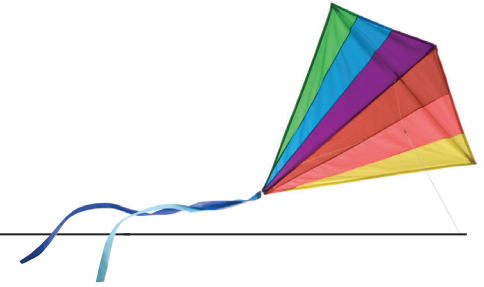




Alignment of



GOLD[™] by Teaching Strategies[®] Objectives for Development & Learning: Birth *Through* Kindergarten



WITH
Head Start Early Learning Outcomes Framework:
Ages Birth to Five

**Alignment of the *GOLD™* by Teaching Strategies® Objectives for Development & Learning: Birth Through Kindergarten
With
Head Start Early Learning Outcomes Framework: Ages Birth to Five**

This document aligns the content in *Head Start Early Learning Outcomes Framework: Ages Birth to Five* with the objectives, dimensions, and indicators of the *GOLD™* assessment system.

References

- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *GOLD™* by Teaching Strategies® Objectives for Development & Learning: Birth Through Kindergarten. Bethesda, MD: Teaching Strategies, LLC.
- U.S. Department of Health and Human Services. (2015). *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Washington, D.C.: Administration for Children & Families. Content retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/hs/st/approach/pdf/ohs-framework.pdf>

Approaches to Learning	
Infant/Toddler	
Emotional and Behavioral Self-Regulation	
Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	
Birth to 9 months	
Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings 2. Uses adult support to calm self
8 to 18 months	
Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings 2. Uses adult support to calm self
16 to 36 Months	
Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings 4. Comforts self by seeking out special object or person
By 36 Months	
Looks to others for help in coping with strong feelings and emotions.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings 4. Comforts self by seeking out special object or person
Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.	
Birth to 9 months	
Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings 2. Uses adult support to calm self

8 to 18 months	
Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
16 to 36 Months	
Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
By 36 Months	
Participates in and follows everyday routines with the support of familiar adults.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Communicates verbally or non-verbally about basic needs. Manages short delays in getting physical needs met with the support of familiar adults.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situations differently or delay gratification 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult’s hand when crossing the street.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Cognitive Self-Regulation (Executive Functioning)	
Goal IT-ATL 3. Child maintains focus and sustains attention with support.	
Birth to 9 months	
Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	11. Demonstrates positive approaches to learning 11a. Attends and engages 1 emerging to 2. Pays attention to sights and sounds

8 to 18 months	
Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
16 to 36 Months	
Participates in activities and experiences with people, objects, or materials that require attention and common focus.	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
By 36 Months	
Maintains engagement in interactions with familiar adults and children.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Chooses to join in activities or pays attention to tasks and activities that are self-initiated.	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
Maintains focus and attention on a simple task or activity 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
Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	
Birth to 9 months	
Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
8 to 18 months	
Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful

16 to 36 Months	
Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
By 36 Months	
Persists in learning new skills or solving problems.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Continues efforts to finish a challenging activity or task with support of an adult.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behaviors.	
Birth to 9 months	
Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
8 to 18 months	
Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.	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
16 to 36 Months	
Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	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

By 36 Months	
Adjusts to changes in routines or usual activities when informed ahead of time by adults.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Makes common, everyday transitions that are part of a daily schedule.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Shows flexibility in problem solving by trying more than one approach.	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 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Initiative and Curiosity	
Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.	
Birth to 9 months	
Initiates interactions with familiar adults through expressions, actions, or behaviors.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
8 to 18 months	
Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
16 to 36 Months	
Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

By 36 Months	
Engages others in interactions or shared activities.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Demonstrates initiative by making choices or expressing preferences.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Attempts challenging tasks with or without adult help.	11. Demonstrates positive approaches to learning 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks
Shows eagerness to try new things.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and idea
Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	
Birth to 9 months	
Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
8 to 18 months	
Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
16 to 36 Months	
Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

By 36 Months	
Asks questions about what things are, how they are used, or what is happening.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Experiments with different ways of using new objects or materials.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Creativity	
Goal IT-ATL 8. Child uses creativity to increase understanding and learning.	
Birth to 9 months	
Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
8 to 18 months	
Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
16 to 36 Months	
Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Up to 36 Months	
Pays attention to new or unusual things.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Shows willingness to participate in new activities or experiences.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

Uses language in creative ways, sometimes making up words or rhymes.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Goal IT-ATL 9. Child shows imagination in play and interactions with others.	
Birth to 9 months	
Emerging	
8 to 18 months	
Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
16 to 36 Months	
Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	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
Up to 36 Months	
Uses pretend and imaginary objects or people in play or interaction with others.	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
Uses materials such as paper, paint, crayons, or blocks to make novel things.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks

Approaches to Learning	
Preschool	
Emotional and Behavioral Self-Regulation	
Goal P-ATL 1. Child manages emotions with increasing independence.	
36 to 48 Months	
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings <ol style="list-style-type: none"> 5 emerging to 6. Is able to look at a situation differently or delay gratification
48 to 60 Months	
Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings <ol style="list-style-type: none"> 5 emerging to 6. Is able to look at a situation differently or delay gratification
By 60 Months	
Expresses emotions in ways that are appropriate to the situation.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings <ol style="list-style-type: none"> 8. Controls strong emotions in an appropriate manner most of the time
Looks for adult assistance when emotions are most intense.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings <ol style="list-style-type: none"> 8. Controls strong emotions in an appropriate manner most of the time
Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings <ol style="list-style-type: none"> 8. Controls strong emotions in an appropriate manner most of the time
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	
36 to 48 Months	
Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1b. Follows limits and expectations <ol style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders

48 to 60 Months	
Usually follows classroom rules and routines with occasional reminders from adults, such as following an end of lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
By 60 Months	
Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Responds to signals when transitioning from one activity to another.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	
36 to 48 Months	
Handles classroom materials, such as putting them where they belong, with adult support.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
48 to 60 Months	
Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
By 60 Months	
Appropriately handles materials during activities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

<p>Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>
<p>Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.</p>	
<p>36 to 48 Months</p>	
<p>Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification</p> <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>48 to 60 Months</p>	
<p>Manages own actions, words, and behavior with occasional support from adults.</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification</p> <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>By 60 Months</p>	
<p>Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification</p> <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>

<p>Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time</p> <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations</p>
<p>Waits for turn, such as waits in line to wash hands or waits for turn on swings.</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time</p> <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations</p>
<p>Refrains from aggressive behavior towards others.</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time</p>
<p>Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time</p> <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations</p>

Cognitive Self-Regulation (Executive Functioning)	
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	
36 to 48 Months	
Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
48 to 60 Months	
Sometimes controls impulses independently, while at other times needs support from an adult.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
By 60 Months	
Stops an engaging activity to transition to another less desirable activity with adult guidance and support.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Delays having desires met, such as agreeing to wait turn to start an activity.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Without adult reminders, waits to communicate information to a group.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time

Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	
36 to 48 Months	
With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	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
48 to 60 Months	
With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distraction and interruptions
By 60 Months	
Maintains focus on activities for extended periods of time, such as 15 minutes or more.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distraction and interruptions
Engages in purposeful play for extended periods of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distraction and interruptions
Attends to adult during large and small group activities with minimal support.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distraction and interruptions
Goal P-ATL 7. Child persists in tasks.	
36 to 48 Months	
Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity any times until successful

48 to 60 Months	
Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
By 60 Months	
Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Returns with focus to an activity or project after having been away from it.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	
36 to 48 Months	
Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	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 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
48 to 60 Months	
Holds an increasing amount of information in mind in order to successfully complete tasks.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distraction and interruptions
By 60 Months	
Accurately recounts recent experiences in the correct order and includes 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

Successfully follows detailed, multi-step directions, sometimes with reminders.	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
Remembers actions to go with stories or songs shortly after being taught.	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
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	
36 to 48 Months	
Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
48 to 60 Months	
Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	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
By 60 Months	
Tries different strategies to complete work or solve problems including with other children.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility 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
Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Transitions between activities without getting upset.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions, with occasional reminders

Initiative and Curiosity	
Goal P-ATL 10. Child demonstrates initiative and independence.	
36 to 48 Months	
Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
48 to 60 Months	
Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
By 60 Months	
Engages in independent activities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Makes choices and communicates these to adults and other children.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.	14. Uses symbols and images to represent something not present 14b. Engages in symbolic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	
36 to 48 Months	
Seeks out new information and explores new play and tasks with adult support.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

48 to 60 Months	
Seeks out new information and explores new play and tasks both independently and with adult support.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
By 60 Months	
Asks questions and seeks new information.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Is willing to participate in new activities or experiences even if they are perceived as challenging.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Creativity	
Goal P-ATL 12. Child expresses creativity in thinking and communication.	
36 to 48 Months	
Responds to adults' prompts to express creative ideas in words and/or actions.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
48 to 60 Months	
Communicates creative ideas and actions both with and without prompting from adults.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
By 60 Months	
Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	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
Approaches tasks, activities, and play in ways that show creative problem solving.	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

<p>Uses multiple means of communication to creatively express thoughts, feelings, or ideas.</p>	<p>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</p>
<p>Goal P-ATL 13. Child uses imagination in play and interactions with others.</p>	
<p>36 to 48 Months</p>	
<p>Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.</p>	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p> <p>14. Uses symbols and images to represent something not present 14b. Engages in symbolic play 4. Acts our familiar or imaginary scenarios; may use props to stand for something else</p>
<p>48 to 60 Months</p>	
<p>Develops more elaborate imaginary play, stories, and other creative works with children and adults.</p>	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p> <p>14. Uses symbols and images to represent something not present 14b. Engages in symbolic play 4. Acts our familiar or imaginary scenarios; may use props to stand for something else</p>
<p>By 60 Months</p>	
<p>Engages in social and pretend play.</p>	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p> <p>14. Uses symbols and images to represent something not present 14b. Engages in symbolic play 4. Acts our familiar or imaginary scenarios; may use props to stand for something else</p>

<p>Uses imagination with materials to create stories or works of art.</p>	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p> <p>14. Uses symbols and images to represent something not present 14b. Engages in symbolic play 4. Acts our familiar or imaginary scenarios; may use props to stand for something else</p>
<p>Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</p>	<p>14. Uses symbols and images to represent something not present 14b. Engages in symbolic play 4. Acts our familiar or imaginary scenarios; may use props to stand for something else</p>

Social and Emotional Development	
Infant/Toddler	
Relationships with Adults	
Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	
Birth to 9 months	
Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2a. Forms relationships with adults <ul style="list-style-type: none"> 2. Demonstrates a secure attachment to one or more adults
8 to 18 months	
Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 4. Comforts self by seeking out a special object or person
16 to 36 Months	
Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 4. Comforts self by seeking out a special object or person 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 6. Manages separations without distress and engages with trusted adults
By 36 Months	
Shows emotional connection and attachment to familiar adults.	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world
Turns to familiar adults for protection, comfort, and getting needs met.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 4. Comforts self by seeking out a special object or person 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world

Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	
Birth to 9 months	
Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar 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
8 to 18 months	
Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.	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
16 to 36 Months	
Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	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
By 36 Months	
Engages in and may initiate behaviors that build relationships with familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Uses familiar adults for reassurance when engaging with new 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
Goal IT-SE 3. Child learns to use adults as a resource to meet needs.	
Birth to 9 months	
Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
8 to 18 months	
Looks to or seeks help from a familiar adults, such as taking the adult’s hand and leading them to something the child wants or needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs

16 to 36 Months	
Asks familiar adult for help or assistance when encountering difficult tasks or situations.	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
By 36 Months	
Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.	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
Shows preference for familiar adults when in distress.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separation without distress and engages with trusted adults
Relationships with Other Children	
Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.	
Birth to 9 months	
Looks at attentively, touches or explores another child’s face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others emotional expressions
8 to 18 months	
Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
16 to 36 Months	
Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure when seeing a friend
By 36 Months	
Shows increasing interest in interacting with other children.	2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure when seeing a friend

Shows preference for particular playmates, such as by greeting friends by name.	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates
Goal IT-SE 5. Child imitates and engages in play with other children.	
Birth to 9 months	
Responds to another child’s actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
8 to 18 months	
Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
16 to 36 Months	
Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
By 36 Months	
Uses multiple strategies, such as imitating or responding, in order to enter play with other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Engages in extended play with other children with a common focus.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
Engages in simple cooperative play with other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups

Emotional Functioning	
Goal IT-SE 6. Child learns to express a range of emotions.	
Birth to 9 months	
Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
8 to 18 months	
Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child’s cultural background.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others emotional expressions
16 to 36 Months	
Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others emotional expressions
By 36 Months	
Expresses a variety of emotions through facial expressions, sounds, gestures, or words.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Uses words to describe some feelings or emotions that reflect an awareness of other people’s emotions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.	
Birth to 9 months	
Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others emotional expressions
8 to 18 months	
Responds to others’ emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others emotional expressions

16 to 36 Months	
Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate nonverbal ways.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
By 36 Months	
Recognizes feelings and emotions of others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Responds to feelings and emotions of others with support from familiar adults.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Describes feelings of characters in a book with support from an adult.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Goal IT-SE 8. Child expresses care and concern towards others.	
Birth to 9 months	
May cry when another child cries.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others emotional expressions
8 to 18 months	
Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others emotional expressions
16 to 36 Months	
Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
By 36 Months	
Shows care and concern for others, including comforting others in distress.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Responds to needs of others and tries to help others with simple tasks.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others

Goal IT-SE 9. Child manages emotions with the support of familiar adults.	
Birth to 9 months	
Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings 2. Uses adult support to calm self
8 to 18 months	
Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings 4. Comforts self by seeking out special object or person
16 to 36 Months	
Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings 4. Comforts self by seeking out special object or person
By 36 Months	
Uses different ways to calm or comfort self when upset.	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings 4. Comforts self by seeking out special object or person
Responds positively to emotional support from adults and other children.	<ol style="list-style-type: none"> 2. Establishes and sustains positive relationships <ol style="list-style-type: none"> 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults

Sense of Identity and Belonging	
Goal IT-SE 10. Child shows awareness about self and how to connect with others.	
Birth to 9 months	
Learns about self by exploring hands, feet, body, and movement.	29. Demonstrates knowledge about self
8 to 18 months	
Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.	29. Demonstrates knowledge about self
16 to 36 Months	
Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others emotional expressions 29. Demonstrates knowledge about self
By 36 Months	
Shows awareness of self, including own body, abilities, thoughts, and feelings.	29. Demonstrates knowledge about self
Shows awareness of others as having thoughts and feelings separate from own.	29. Demonstrates knowledge about self
Goal IT-SE 11. Child understands some characteristics of self and others.	
Birth to 9 months	
Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Show an interest in the speech of others 29. Demonstrates knowledge about self
8 to 18 months	
Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal request accompanies by gestures or tone of voice 29. Demonstrates knowledge about self

16 to 36 Months	
Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	29. Demonstrates knowledge about self
By 36 Months	
Recognizes own name.	29. Demonstrates knowledge about self
Identifies some physical characteristics of self, such as hair color, age gender, or size.	29. Demonstrates knowledge about self
Recognizes some similarities and differences between self and others.	29. Demonstrates knowledge about self
Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.	
Birth to 9 months	
Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and –forth exchanges with others
8 to 18 months	
Expresses desires and preferences. Seeks to draw adult’s attention to objects of interest or new physical skills and attends to adult’s responses.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
16 to 36 Months	
Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
By 36 Months	
Shows confidence in increasing abilities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Shows others what they can do.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

Goal IT-SE 13. Child develops a sense of belonging through relationships with others.	
Birth to 9 months	
Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
8 to 18 months	
Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
16 to 36 Months	
Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 2. Makes simple statements about recent events and familiar people and objects that are not present
By 36 Months	
Identifies self as a member of a family.	29. Demonstrates knowledge about self
Points to or names self and other familiar people, such as in photos or pictures.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Talks about family members, familiar people, or friends who may not be present.	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

Social and Emotional Development	
Preschool	
Relationships with Adults	
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	
36 to 48 Months	
Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
48 to 60 Months	
Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Child initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
By 60 Months	
Interacts readily with trusted adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
Engages in some positive interactions with less familiar adults, such as parent volunteers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Shows affection and preference for adults who interact with them on a regular basis.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Seeks help from adults when needed.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests

<p>Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.</p>	
<p>36 to 48 Months</p>	
<p>Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults</p>
<p>48 to 60 Months</p>	
<p>Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests</p>
<p>By 60 Months</p>	
<p>Engages in prosocial behaviors with adults, such as using respectful language or greetings.</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests</p>
<p>Attends to an adult when asked.</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests</p>
<p>Follows adult guidelines and expectations for appropriate behavior.</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>Asks or waits for adult permission before doing something when they are unsure.</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>

Relationships with Other Children	
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	
36 to 48 Months	
Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
48 to 60 Months	
Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	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 2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last for a short while
By 60 Months	
Engages in and maintains positive interactions 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 2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last for a short while

<p>Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</p>	<p>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</p> <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>Takes turns in conversations and interactions with other children.</p>	<p>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</p> <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>Develops friendships with one or two preferred other children.</p>	<p>2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last for a short while</p>
<p>Relationships with Other Children</p>	
<p>Goal P-SE 4. Child engages in cooperative play with other children.</p>	
<p>36 to 48 Months</p>	
<p>Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.</p>	<p>2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups</p>
<p>48 to 60 Months</p>	
<p>Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.</p>	<p>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</p>

By 60 Months	
Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	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
Demonstrates willingness to include others' ideas during interactions and play.	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
Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	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
Engages in reflection and conversation about past play experiences.	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
Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	
36 to 48 Months	
Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
48 to 60 Months	
Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems

By 60 Months	
Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?”	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately</p> <p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems</p>
Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.	<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>
Expresses feelings, needs, and opinions in conflict situations.	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems</p>
Seeks adult help when needed to resolve conflicts.	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems</p>
Emotional Functioning	
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	
36 to 48 Months	
Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately</p>
48 to 60 Months	
Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children.	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately</p>

By 60 Months	
Recognizes and labels basic emotions in books or photographs.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Uses words to describe own feelings.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Uses words to describe the feelings of adults or other children.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Goal P-SE 7. Child expresses care and concern toward others.	
36 to 48 Months	
Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
48 to 60 Months	
Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
By 60 Months	
Makes empathetic statements to adults or other children.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Offers support to adults or other children who are distressed.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Goal P-SE 8. Child manages emotions with increasing independence.	
36 to 48 Months	
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special objects or person

48 to 60 Months	
Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time
By 60 Months	
Expresses feelings in ways that are appropriate to the 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
Looks for adult assistance when feelings are most intense.	1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time
Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.	1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time
Sense of Identity and Belonging	
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	
36 to 48 Months	
Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	29. Demonstrates knowledge of self
48 to 60 Months	
Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	29. Demonstrates knowledge of self
By 60 Months	
Describes self using several different characteristics.	29. Demonstrates knowledge of self
Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	29. Demonstrates knowledge of self

<p>Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.</p>	
<p>36 to 48 Months</p>	
<p>Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of needs appropriately 6. Demonstrates confidence in meeting own needs 29. Demonstrates knowledge of self</p>
<p>48 to 60 Months</p>	
<p>Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of needs appropriately 8. Takes responsibility for own well-being</p>
<p>By 60 Months</p>	
<p>Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of needs appropriately 8. Takes responsibility for own well-being</p>
<p>Expresses own ideas or beliefs in group contexts or in interactions with others.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of needs appropriately 8. Takes responsibility for own well-being</p>
<p>Uses positive words to describe self, such as kind or hard-worker.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of needs appropriately 8. Takes responsibility for own well-being</p>
<p>Goal P-SE 11. Child has sense of belonging to family, community, and other groups.</p>	
<p>36 to 48 Months</p>	
<p>Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.</p>	<p>29. Demonstrates knowledge of self 30. Shows basic understanding of people and how they live</p>

48 to 60 Months	
<p>Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.</p>	<p>29. Demonstrates knowledge of self 30. Shows basic understanding of people and how they live</p>
By 60 Months	
<p>Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.</p>	<p>29. Demonstrates knowledge of self 30. Shows basic understanding of people and how they live</p>
<p>Relates personal stories about being a part of different groups.</p>	<p>29. Demonstrates knowledge of self 30. Shows basic understanding of people and how they live</p>
<p>Identifies similarities and differences about self across familiar environments and settings.</p>	<p>29. Demonstrates knowledge of self</p>

Language and Communication	
Infant/Toddler	
Attending and Understanding	
Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.	
Birth to 9 months	
Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>2. Show an interest in the speech of others</p> <p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>2. Pays attention to sights and sounds</p>
8 to 18 months	
Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.	<p>8. Listens to and understands increasingly complex language</p> <p>8b. Follows directions</p> <p>2. Responds to simple verbal request accompanied by gestures or tone of voice</p>
16 to 36 Months	
Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>4. Identifies familiar people, animals, and objects when prompted</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>4. Initiates and attends to brief conversations</p>
By 36 Months	
Shows understanding of some words and phrases used in conversation, such as by responding to simple questions.	<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>
Shows comprehension of simple sentences, such as by listening to and following one-or two-step directions.	<p>8. Listens to and understands increasingly complex language</p> <p>8b. Follows directions</p> <p>6. Follows directions of two or more steps that relate to familiar objects and experiences</p>

Goal IT-LC 2. Child learns from communication and language experiences with others.	
Birth to 9 months	
Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Show an interest in the speech of others
8 to 18 months	
Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
16 to 36 Months	
Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	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
By 36 Months	
Acts on descriptions provided by others about people, objects, or events.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Demonstrates interest and understanding when participating in language activities or games.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Communicating and Speaking	
Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.	
Birth to 9 months	
Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
8 to 18 months	
Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate

16 to 36 Months	
Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “More milk,” “I want juice,” “Mas leche,” or “Quiero juice.” Children who are dual language learners may combine their two languages or switch between them.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Use one- or two- word sentences or phrases
By 36 Months	
Uses combinations of words and simple sentences or signs in a variety of situations.	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
Uses simple sentences, such as 3–4 word sentences, to communicate needs and wants.	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
Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.	
Birth to 9 months	
Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and –forth exchanges with others
8 to 18 months	
Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone’s attention.	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
16 to 36 Months	
Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations

By 36 Months	
Initiates and responds in conversations with others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Goal IT-LC 5. Child uses increasingly complex language in conversations with others.	
Birth to 9 months	
Explores sounds common in many languages, such as “ma-ma” or “ba-ba.”	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
8 to 18 months	
Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	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
16 to 36 Months	
Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen. Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
By 36 Months	
Uses sentences of three or more words in conversation with others.	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

<p>Asks and answers simple questions in conversations with others.</p>	<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>
<p>Refers to past or future events in conversation with others.</p>	<p>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</p>
<p>Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.</p>	
<p>Birth to 9 months</p>	
<p>Takes turns in nonverbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.</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>
<p>8 to 18 months</p>	
<p>Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p>
<p>16 to 36 Months</p>	
<p>Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”</p>	<p>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 5 emerging to 6. Describes and tells the use of many familiar items</p>
<p>By 36 Months</p>	
<p>Asks questions in a variety of ways.</p>	<p>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</p>

Repeats or re-phrases questions until a response is received.	<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> <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>
Vocabulary	
Goal IT-LC 7. Child understands an increasing number of words used in communication with others.	
Birth to 9 months	
Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>2. Show an interest in the speech of others</p>
8 to 18 months	
Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>4. Identifies familiar people, animals, and objects when prompted</p>
16 to 36 Months	
Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>4. Identifies familiar people, animals, and objects when prompted</p>
By 36 Months	
Shows understanding of the meaning of common words used in daily activities.	<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>
Attends to new words used in conversation with others.	<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>

<p>Understands most positional words, such as on, under, up, or down.</p>	<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> <p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (<i>in, on, under, up, down</i>)</p>
<p>Goal IT-LC 8. Child uses increasing number of words in communication and conversation with others.</p>	
<p>Birth to 9 months</p>	
<p>May use signs or verbalizations for familiar people or objects.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p>
<p>8 to 18 months</p>	
<p>Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p>
<p>16 to 36 Months</p>	
<p>Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children’s vocabulary in one language.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p>
<p>By 36 Months</p>	
<p>Shows rapid growth in number of words or signs used in conversation with others.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p>
<p>Demonstrates a vocabulary of at least 300 words in home language.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p>

<p>Asks questions about the meaning of new words.</p>	<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> <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>Emergent Literacy</p>	
<p>Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.</p>	
<p>Birth to 9 months</p>	
<p>Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Show an interest in the speech of others</p>
<p>8 to 18 months</p>	
<p>Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games</p>
<p>16 to 36 Months</p>	
<p>Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sing songs and recites rhymes and refrains with repeating initial sounds</p>
<p>By 36 Months</p>	
<p>Repeats simple familiar rhymes or sings favorite songs.</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sing songs and recites rhymes and refrains with repeating initial sounds</p>
<p>Retells familiar stories using props.</p>	<p>18. Comprehend and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts</p>

Goal IT-LC 10. Child handles books and relates them to their stories or information.	
Birth to 9 months	
Explores a book by touching it, patting it, or putting it in his/her mouth.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
8 to 18 months	
Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
16 to 36 Months	
Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.	18. Comprehend 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
By 36 Months	
Asks to have several favorite books read over and over.	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
Holds book, turns pages, and pretends 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 18. Comprehend 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

Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.	
Birth to 9 months	
Looks at pictures of familiar people, animals, or objects while an adult points at and/or names the person, animal, or object.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs
8 to 18 months	
Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
16 to 36 Months	
Recognizes and uses some letters or numbers, such as letters in one’s name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name
By 36 Months	
Points to and names some letters or characters in their names.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Recognizes familiar signs on a building or street.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Attributes meaning to some symbols, such as a familiar logo or design.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Goal IT-LC 12. Child comprehends meaning from pictures and stories.	
Birth to 9 months	
Looks at picture books and listens to an adult talk about pictures in a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books

8 to 18 months	
Points at pictures in a book, making sounds or saying words and interacting with an adult reading 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
16 to 36 Months	
Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	18. Comprehend and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adult prompting
By 36 Months	
Uses pictures as a guide to talk about a story that has been read.	18. Comprehend and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Asks or answers questions about what is happening in a book or story.	18. Comprehend 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
Identifies the feelings of characters in a book or story.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately 18. Comprehend 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
Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.	
Birth to 9 months	
Emerging	
8 to 18 months	
Makes marks on a paper with a large crayon or marker to explore writing materials.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks

16 to 36 Months	
Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 3 emerging to 4. Draws or constructs, and then identifies what it is
By 36 Months	
Draws pictures using scribbles and talks with others about what they have made.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Draws straight lines or curved lines.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Makes letter-like marks or scribbles on paper.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms

Language and Communication	
Preschool	
Attending and Understanding	
Goal P-LC 1. Child attends to communication and language from others.	
36 to 48 Months	
Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
48 to 60 Months	
Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories
By 60 Months	
Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Shows ongoing connection to a conversation, group discussion, or presentation.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	
36 to 48 Months	
Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

48 to 60 Months	
Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
By 60 Months	
Shows an ability to recall (in order) multiple step directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions
Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/Why?”	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Shows an understanding of talk related to the past or future.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Communicating and Speaking	
Goal P-LC 3. Child varies the amount of information provided to meet demands of the situation.	
36 to 48 Months	
Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

48 to 60 Months	
Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
By 60 Months	
Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Uses language, spoken or sign, to clarify a word or statement when misunderstood.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Children who are DLLs may switch between their languages.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	
36 to 48 Months	
Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges 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
48 to 60 Months	
Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges 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

By 60 Months	
Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	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
Goal P-LC 5. Child expresses himself in increasingly long, detailed, and sophisticated ways.	
36 to 48 Months	
Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete four- to six- word sentences
48 to 60 Months	
Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete four- to six- word sentences

By 60 Months	
<p>Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.</p>	<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> <p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete four- to six- word sentences</p>
<p>Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete four- to six- word sentences</p>
<p>Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.</p>	<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>
Vocabulary	
Goal P-LC 6. Child understands and uses wide variety of words for a variety of purposes.	
36 to 48 Months	
<p>Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.</p>	<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>
48 to 60 Months	
<p>Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.</p>	<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>

By 60 Months	
Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.	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
Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	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
With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes.	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
With support, forms guesses about the meaning of new words from context clues.	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
Goal P-LC 7. Child shows understanding of word categories and relationships among words.	
36 to 48 Months	
Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 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
48 to 60 Months	
Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 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

By 60 Months	
Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	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
Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.	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
Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Literacy	
Phonological Awareness	
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	
36 to 48 Months	
Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes with repeating initial sounds

48 to 60 Months	
<p>Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme</p> <p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words</p>
By 60 Months	
<p>Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word</p>
<p>Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word</p>
<p>Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word</p>
Print and Alphabet Knowledge	
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	
36 to 48 Months	
<p>Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read</p>

48 to 60 Months	
<p>Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.</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>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow</p>
By 60 Months	
<p>Understands that print is organized differently for different purposes, such as a note, list, or storybook.</p>	<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>
<p>Understands that written words are made up of a group of individual letters.</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read</p>
<p>Begins to point to single-syllable words while reading simple, memorized texts.</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line</p>
<p>Identifies book parts and features, such as the front, back, title, and author.</p>	<p>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</p>

Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	
36 to 48 Months	
Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters' especially those in own names
48 to 60 Months	
Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters' especially those in own names 16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
By 60 Months	
Names 18 upper- and 15 lower-case 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
Knows the sounds associated with several letters.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Comprehension and Text Structure	
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	
36 to 48 Months	
With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts

48 to 60 Months	
Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ...and then.	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
By 60 Months	
Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.	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
Tells fictional or personal stories using a sequence of at least 2–3 connected events.	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 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
Identifies characters and main events in books and stories.	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	
36 to 48 Months	
Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	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
48 to 60 Months	
With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	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

By 60 Months	
Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds, “She was the girl who was riding the horse and then got hurt.”	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
Answers increasingly complex inferential questions, such as requiring children to make predictions based on multiple pieces of information from the story; infer characters feelings or intentions; or provide evaluations or judgments that are grounded in the text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	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
Writing	
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	
36 to 48 Months	
Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
48 to 60 Months	
Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, child may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
By 60 Months	
Creates a variety of written products that may or may not phonetically relate to intended messages.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
Shows an interest in copying simple words posted in the classroom.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

Attempts to independently write some words using invented spelling, such as K for kite.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
Writes first name correctly or close to correctly.	19. Demonstrates emergent writing skills 19a. Writes name 5. Partially accurate name
Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling

Cognition	
Infant/Toddler	
Exploration and Discovery	
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.	
Birth to 9 months	
Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 2. Uses senses to explore the immediate environment
8 to 18 months	
Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11c. Solves problems <ul style="list-style-type: none"> 2. Reacts to a problem; seeks to achieve a specific goal
16 to 36 Months	
Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11c. Solves problems <ul style="list-style-type: none"> 4. Observes and imitates how other people solve problems; asks for a solution and uses it 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 4. Explores and investigates ways to make something happen
By 36 Months	
Learns about characteristics of people and properties and uses of objects through the senses and active exploration.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 4. Explores and investigates ways to make something happen 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking <ul style="list-style-type: none"> 4. Uses creativity and imagination during play and routine tasks
Experiments with everyday objects or materials to answer “What?”, “Why?” or “How?” questions.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 4. Explores and investigates ways to make something happen

Goal IT-C 2. Child uses understanding of casual relationships to act on social and physical environments.	
Birth to 9 months	
Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
8 to 18 months	
Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
16 to 36 Months	
Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
By 36 Months	
Makes simple predictions about what will happen next, such as in a story or in everyday routines.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

Memory	
Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	
Birth to 9 months	
Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	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
8 to 18 months	
Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	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
16 to 36 Months	
Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
By 36 Months	
Comments about similarities or differences between new people, objects, or events, and ones that are more familiar.	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
Tells others about what will happen next or about changes in usual routines or schedules.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Goal IT-C 4. Child recognizes the stability of people and objects in the environment.	
Birth to 9 months	
Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	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

8 to 18 months	
Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	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
16 to 36 Months	
Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	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
By 36 Months	
Notices who is missing from a familiar group, such as family at dinner or children in a playgroup.	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
Looks in several different places for a toy that was played with a few days before.	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
Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	
Birth to 9 months	
Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	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
8 to 18 months	
Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events

16 to 36 Months	
Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	<p>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</p> <p>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</p>
By 36 Months	
Recalls a similar family event when hearing a story read.	<p>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</p>
Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.	<p>12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support</p>
Repeats simple rules about expected behavior, such as “We wash our hands before we eat.”	<p>12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support</p>
Reasoning and Problem Solving	
Goal IT-C 6. Child learns to use a variety of strategies in solving problems.	
Birth to 9 months	
Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal</p>
8 to 18 months	
Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p>

16 to 36 Months	
Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <p>11. Demonstrates positive approaches to learning</p> <p>11b. Persists</p> <p>4. Practices an activity many times until successful</p>
By 36 Months	
Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
Tries to solve the same problem in several different ways at different times.	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.	
Birth to 9 months	
Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>2. Reacts to a problem; seeks to achieve a specific goal</p>
8 to 18 months	
Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>2. Reacts to a problem; seeks to achieve a specific goal</p>

16 to 36 Months	
Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems</p> <p>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</p>
By 36 Months	
Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>
Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.	<p>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</p>
Emergent Mathematical Thinking	
Goal IT-C 8. Child develops sense of number and quantity.	
Birth to 9 months	
Attends to quantity in play with objects, such as reaching or looking for more than one object.	<p>20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i></p>
8 to 18 months	
Uses a few basic words to refer to change in the amount of objects, such as asking for “more” or saying “all gone” when a plate is empty.	<p>20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i></p>
16 to 36 Months	
Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.	<p>20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i></p>

By 36 Months	
Counts small number of objects (2–3), sometimes counting the same object twice or using numbers out of order.	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
Identifies “more” or “less” with a small number of items without needing to count them.	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
Uses fingers to show how old they are.	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
Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	
Birth to 9 months	
Explores or examines objects and watches objects when they move.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
8 to 18 months	
Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	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
16 to 36 Months	
Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	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

By 36 Months	
Does puzzles with interlocking pieces, different colors and shapes.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11a. Attends and engages <ul style="list-style-type: none"> 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11b. Persists <ul style="list-style-type: none"> 6. Plans and pursues a variety of appropriately challenging tasks
Understands some effects of size or weight when picking up or moving objects.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11c. Solves problems <ul style="list-style-type: none"> 6. Solves problems without having to try every possibility
Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	
Birth to 9 months	
Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 2. Uses senses to explore the immediate environment
8 to 18 months	
Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	<ul style="list-style-type: none"> 13. Use classification skills <ul style="list-style-type: none"> 2. Matches similar objects
16 to 36 Months	
Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	<ul style="list-style-type: none"> 13. Use classification skills <ul style="list-style-type: none"> 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
By 36 Months	
Sorts toys or other objects by color, shape or size.	<ul style="list-style-type: none"> 13. Use classification skills <ul style="list-style-type: none"> 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Orders some objects by size.	<ul style="list-style-type: none"> 13. Use classification skills <ul style="list-style-type: none"> 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Identifies characteristics of people, such as “Mom has black hair like me.”	<ul style="list-style-type: none"> 29. Demonstrates knowledge about self

Imitation and Symbolic Representation and Play	
Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	
Birth to 9 months	
Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.	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
8 to 18 months	
Imitates what other people did earlier, such as wiping up a spill or closing a door.	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
16 to 36 Months	
Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	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
By 36 Months	
Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.	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
Imitates someone else's conversation, such as in pretend play or on a toy 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
Goal IT-C 12. Child uses objects or symbols to represent else.	
Birth to 9 months	
Emerging	
8 to 18 months	
Uses toy objects in ways similar to the real objects they represent, such as talking on a toy 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

16 to 36 Months	
Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	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
By 36 Months	
Uses familiar objects to represent something else.	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
Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.	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
Understands that some symbols have meaning, such as a sign or a drawing.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.	
Birth to 9 months	
Emerging	
8 to 18 months	
Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	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
16 to 36 Months	
Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.	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
By 36 Months	
Seeks to involve others in pretend or make-believe play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children pretend play, assigning and/or assuming roles discussing actions; sustains play scenario for up to 10 minutes

Head Start Early Learning Outcomes Framework

GOLD™ Objectives, Dimensions, and Indicators

Looks for props to use when telling or making up a story.	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
Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.	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

Cognition	
Mathematics Development	
Preschool	
Counting and Cardinality	
Goal P-MATH 1. Child knows number names and the count sequence.	
36 to 48 Months	
Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree”.	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
48 to 60 months	
Says or signs more number words in sequence.	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
By 60 Months	
Counts verbally or signs to at least 20 by ones.	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
Goal P-MATH 2. Child recognizes the number of objects in a small set.	
36 to 48 Months	
Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).	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

48 to 60 months	
Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
By 60 Months	
Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.	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
Goal P-MATH 3. Child understands the relationship between numbers and quantities.	
36 to 48 Months	
Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as cardinality).	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
48 to 60 months	
Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	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
By 60 Months	
When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	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

<p>Counts and answers “How many?” questions for approximately 10 objects.</p>	<p>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</p>
<p>Accurately counts as many as 5 objects in a scattered configuration.</p>	<p>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</p>
<p>Understands that each successive number name refers to a quantity that is one larger.</p>	<p>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</p>
<p>Understands that the last number said represents the number of objects in a set.</p>	<p>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</p>
<p>Goal P-MATH 4. Child compares numbers.</p>	
<p>36 to 48 Months</p>	
<p>Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.</p>	<p>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</p>
<p>48 to 60 months</p>	
<p>Counts to determine and compare number amounts even when the larger groups’ objects are smaller in size, such as buttons, compared with the smaller groups objects that are larger in size, such as markers. Child uses numbers related to order or position.</p>	<p>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</p> <p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>

By 60 Months	
Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	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
Child identifies and uses numbers related to order or position from first to tenth.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first</i> to <i>tenth</i>
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	
36 to 48 Months	
Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	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
48 to 60 months	
Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	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
By 60 Months	
Associates a number of objects with a written numeral 0–5.	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
Recognizes and, with support, writes some numerals 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

Operations and Algebraic Thinking	
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away.	
36 to 48 Months	
Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, “You have 3 grapes and get 1 more. How many in all?” Child counts out 3, then counts out 1 more, then counts all 4: “1, 2, 3, 4. I have 4!”	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
48 to 60 months	
Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	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
By 60 Months	
Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	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
Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.	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
With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, “five, four, three...two!” (keeping track with fingers).	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting on, or counting back) to solve problems with more than 10 objects
Goal P-MATH 7. Child understands simple patterns.	
36 to 48 Months	
Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns

48 to 60 months	
Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
By 60 Months	
Fills in missing elements of simple patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug, and extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.	23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns
Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Measurement	
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attribute to make comparisons.	
36 to 48 Months	
With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	22. Compares and measures 2. Makes simple comparisons between two objects
48 to 60 months	
With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
By 60 Months	
Measures using the same unit, such as putting together snap cubes to see how tall a book is.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses number to compare; knows the purpose of standard measuring tools

Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses number to compare; knows the purpose of standard measuring tools
Uses comparative language, such as shortest, heavier, or biggest.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses number to compare; knows the purpose of standard measuring tools
Geometry and Spatial Sense	
Goal P-MATH 9. Child identifies, describes, and composes shapes.	
36 to 48 Months	
Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
48 to 60 months	
Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	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
By 60 Months	
Names and describes shapes in terms of length of sides, number of sides, and number of angles.	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 names basic shapes regardless of size and orientation.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.	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

<p>Creates and builds shapes from components.</p>	<p>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</p>
<p>Goal P-MATH 10. Child explores the positions of objects in space.</p>	
<p>36 to 48 Months</p>	
<p>Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (<i>in, on, under, up, down</i>)</p>
<p>48 to 60 months</p>	
<p>Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (<i>beside, between, next to</i>)</p>
<p>By 60 Months</p>	
<p>Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.</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>
<p>Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”</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>

Scientific Reasoning	
Preschool	
Scientific Inquiry	
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	
36 to 48 Months	
Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	24. Uses scientific inquiry
48 to 60 months	
Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	24. Uses scientific inquiry
By 60 Months	
Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.	24. Uses scientific inquiry
Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.	24. Uses scientific inquiry 28. Uses tools and other technology to perform tasks
Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.	24. Uses scientific inquiry
Represents observable phenomena with pictures, diagrams, and 3-D models.	24. Uses scientific inquiry

Goal P-SCI 2. Child engages in scientific talk.	
36 to 48 Months	
Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	24. Uses scientific inquiry
48 to 60 months	
Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	24. Uses scientific inquiry
By 60 Months	
Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.	24. Uses scientific inquiry
Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.	24. Uses scientific inquiry
Goal P-SCI 3. Child compares and categorizes observable phenomena.	
36 to 48 Months	
Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
48 to 60 months	
With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers 28. Uses tools and other technology to perform tasks
By 60 Months	
Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

<p>Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> <p>28. Uses tools and other technology to perform tasks</p>
<p>Reasoning and Problem Solving</p>	
<p>Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.</p>	
<p>36 to 48 Months</p>	
<p>Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”</p>	<p>24. Uses scientific inquiry</p>
<p>48 to 60 months</p>	
<p>Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.</p>	<p>24. Uses scientific inquiry</p>
<p>By 60 Months</p>	
<p>Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”.</p>	<p>24. Uses scientific inquiry</p>
<p>Gathers information about a question by looking at books or discussing prior knowledge and observations.</p>	<p>24. Uses scientific inquiry</p>
<p>Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.”</p>	<p>24. Uses scientific inquiry</p>

Goal P-SCI 5. Child plans and conducts investigations and experiments.	
36 to 48 Months	
With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	24. Uses scientific inquiry
48 to 60 months	
With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.	24. Uses scientific inquiry
By 60 Months	
Articulates steps to be taken and lists materials needed for an investigation or experiment.	24. Uses scientific inquiry
Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.	24. Uses scientific inquiry
Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.	24. Uses scientific inquiry
Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	
36 to 48 Months	
With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, “One, two, three dolls. What happened when we put on the next doll?” A child says, “The bridge broke!”	24. Uses scientific inquiry

48 to 60 months	
With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.	24. Uses scientific inquiry
By 60 Months	
Analyzes and interprets data and summarizes results of investigation.	24. Uses scientific inquiry
Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.	24. Uses scientific inquiry
With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.	24. Uses scientific inquiry
Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.	24. Uses scientific inquiry

Perceptual, Motor, and Physical Development	
Infant/Toddler	
Perception	
Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	
Birth to 9 Months	
Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
8 to 18 Months	
Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events
16 to 36 Months	
Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events
By 36 Months	
Combines information gained through the senses to understand objects, experiences, and interactions.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.	Not addressed in <i>GOLD™</i>

<p>Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.</p>	
<p>Birth to 9 Months</p>	
<p>Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.</p>	<p>5. Demonstrated balancing skills 2. Balances while exploring immediate environment</p>
<p>8 to 18 Months</p>	
<p>Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.</p>	<p>4. Demonstrates traveling skills 4. Experiments with different ways of moving 5. Demonstrated balancing skills 4. Experiments with different ways of balancing</p>
<p>16 to 36 Months</p>	
<p>Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>By 36 Months</p>	
<p>Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.</p>	<p>4. Demonstrates traveling skills 4. Experiments with different ways of moving</p>
<p>Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>

Gross Motor	
Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	
Birth to 9 Months	
Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.	<ul style="list-style-type: none"> 4. Demonstrates traveling skills 2. Moves to explore the immediate environment
8 to 18 Months	
Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	<ul style="list-style-type: none"> 4. Demonstrates traveling skills 4. Experiments with different ways of moving
16 to 36 Months	
Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.	<ul style="list-style-type: none"> 4. Demonstrates traveling skills 4. Experiments with different ways of moving
By 36 Months	
Coordinates movements and actions for a purpose.	<ul style="list-style-type: none"> 4. Demonstrates traveling skills 4. Experiments with different ways of moving
Walks and runs, adjusting speed or direction depending on the situation.	<ul style="list-style-type: none"> 4. Demonstrates traveling skills 4. Experiments with different ways of moving
Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.	
Birth to 9 Months	
Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.	<ul style="list-style-type: none"> 5. Demonstrated balancing skills 2. Balances while exploring immediate environment 6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
8 to 18 Months	
Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	<ul style="list-style-type: none"> 5. Demonstrated balancing skills 2. Balances while exploring immediate environment

16 to 36 Months	
Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	5. Demonstrated balancing skills 4. Experiments with different ways of balancing
By 36 Months	
Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.	4. Demonstrates traveling skills 4. Experiments with different ways of moving 6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
Experiments with different ways of moving the body, such as dancing around the room.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	
Birth to 9 Months	
Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.	4. Demonstrates traveling skills 2. Moves to explore the immediate environment
8 to 18 Months	
Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
16 to 36 Months	
Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.	22. Compares and measures 2. Makes simple comparisons between two objects 29. Demonstrates knowledge about self
By 36 Months	
Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book.	5. Demonstrated balancing skills 6. Sustains balance during complex movement experiences
Adjusts position of body to fit through or into small spaces.	5. Demonstrated balancing skills 4. Experiments with different ways of balancing 29. Demonstrates knowledge about self

Fine Motor	
Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.	
Birth to 9 Months	
Coordinates hands and eyes when reaching for and holding stable or moving objects.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
8 to 18 Months	
Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks, or picking up pieces of food one by one.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
16 to 36 Months	
Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
By 36 Months	
Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Goal IT-PMP 7. Child uses hands for explorations, play, and daily routines.	
Birth to 9 Months	
Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
8 to 18 Months	
Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects

16 to 36 Months	
Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
By 36 Months	
Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Coordinates use of both hands to put things together, such as connecting blocks or linking toys.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	
Birth to 9 Months	
Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
8 to 18 Months	
Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.	28. Uses tools and technology to preform tasks
16 to 36 Months	
Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
By 36 Months	
Adjusts grasp with ease to new tools and materials.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

Health, Safety, and Nutrition	
Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of every routine.	
Birth to 9 Months	
Emerging	
8 to 18 Months	
Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
16 to 36 Months	
Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
By 36 Months	
Shows increasing independence in self-care routines with guidance from adults.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Goal IT-PMP 10. Child demonstrates effective and efficient use of large muscles to explore the environment.	
Birth to 9 Months	
Emerging	
8 to 18 Months	
Emerging	
16 to 36 Months	
Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults

By 36 Months	
Cooperates with adults when in unsafe situations, such as taking an adult’s hand to cross a street or being cautious around an unfamiliar dog.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	
Birth to 9 Months	
Emerging	
8 to 18 Months	
Shows interest in new foods that are offered.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
16 to 36 Months	
Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
By 36 Months	
Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Sometimes makes nutritious choices with support from an adult.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Communicates to adults when hungry, thirsty, or has had enough to eat.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

Preschool	
Gross Motor	
Goal P-PMP 1. Child demonstrates control, strength, and coordination of muscles.	
36 to 48 Months	
Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	<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>
48 to 60 months	
Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	<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>
By 60 Months	
Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	
36 to 48 Months	
Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games

48 to 60 months	
Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
By 60 Months	
Demonstrates awareness of own body and other people’s space during interactions.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Changes directions when moving with little difficulty.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Fine Motor	
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	
36 to 48 Months	
Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
48 to 60 months	
Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements

By 60 Months	
Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.	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
Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Health, Safety, and Nutrition	
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	
36 to 48 Months	
Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
48 to 60 months	
Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being
By 60 Months	
Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	
36 to 48 Months	
Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
48 to 60 months	
Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
By 60 Months	
Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being