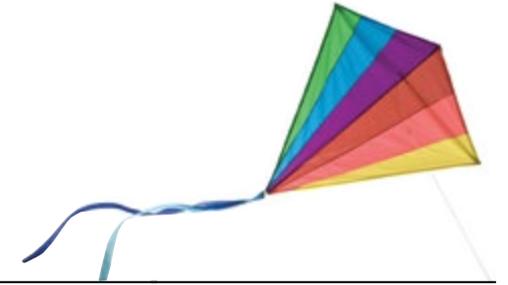


Alignment of



Objectives for Development & Learning



WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

Mississippi Early Learning Standards
for Classrooms Serving Infants through Four-Year-Old Children

Standards adopted 2018

Ages: Three-Year-Old and Four-Year-Old Children

THEME		Reading Standards for LITERATURE (THREE-YEAR-OLD CHILDREN)
SUBJECT		Key Ideas and Details
STANDARD	1	<p>With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STANDARD	2	<p>With guidance and support, retell familiar stories (from books, oral presentation, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
STANDARD	3	<p>With guidance and support, identify common objects in the pictures of books.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures

THEME		Reading Standards for LITERATURE (THREE-YEAR-OLD CHILDREN)
SUBJECT		Craft and Structure
STANDARD	4	With guidance and support, exhibit curiosity and interest that print conveys meaning.
OBJECTIVE	a.	<p>Increase vocabulary through conversations with adults and peers.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
OBJECTIVE	b.	<p>Identify real-world print (e.g., labels in the classroom, signs in the community).</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
THEME		Reading Standards for LITERATURE (THREE-YEAR-OLD CHILDREN)
SUBJECT		Craft and Structure
STANDARD	5	<p>With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people that represent diversity in race, culture, age, gender and ability).</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
STANDARD	6	<p>With guidance and support, identify the role of the “author” and “illustrator.”</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.5 Emerging to 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
THEME		Reading Standards for LITERATURE (THREE-YEAR-OLD CHILDREN)
SUBJECT		Integration of Knowledge and Ideas
STANDARD	7	<p>With guidance and support, make connections between self and real-life experiences as they relate to classroom books.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>

STANDARD	8	No developmentally appropriate standard. No Correlations
STANDARD	9	No developmentally appropriate standard. No Correlations
THEME		Reading Standards for LITERATURE (THREE-YEAR-OLD CHILDREN)
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	10	Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement). <u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
THEME		Reading Standards for INFORMATIONAL TEXT (THREE-YEAR-OLD CHILDREN)
SUBJECT		Key Ideas and Details
STANDARD	1	With guidance and support, answer questions related to a variety of informational print materials (e.g., simple graphs, pictorial lists, maps and charts). <u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STANDARD	2	With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation). <u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
STANDARD	3	With guidance and support, identify the connections between self and information presented/represented in the text (e.g., comparing hats from different cultures with hats people wear in child’s life). <u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures

THEME		Reading Standards for INFORMATIONAL TEXT (THREE-YEAR-OLD CHILDREN)
SUBJECT		Craft and Structure
STANDARD	4	<p>Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
STANDARD	5	<p>With guidance and support, recognize how books are read and identify the front cover and back cover.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a. 3 Emerging to 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
STANDARD	6	<p>With guidance and support, identify the role of the author and illustrator.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.5 Emerging to 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
THEME		Reading Standards for INFORMATIONAL TEXT (THREE-YEAR-OLD CHILDREN)
SUBJECT		Integration of Knowledge and Ideas
STANDARD	7	<p>With guidance and support, make connections between self and real-life experiences as they relate to informational texts.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
STANDARD	8	<p>No developmentally appropriate standard.</p> <p>No Correlations</p>
STANDARD	9	<p>No developmentally appropriate standard.</p> <p>No Correlations</p>
THEME		Reading Standards for INFORMATIONAL TEXT (THREE-YEAR-OLD CHILDREN)

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	10	Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement). <u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
THEME		Reading Standards for FOUNDATIONAL SKILLS (THREE-YEAR-OLD CHILDREN)
SUBJECT		Print Concepts
STANDARD	1	With guidance and support, demonstrate basic features of print.
OBJECTIVE	a.	Recognize that print moves from left to right, top to bottom and page by page. <u>Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
OBJECTIVE	b.	Recognize that spoken words can be written and convey meaning. <u>Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
OBJECTIVE	c.	No developmentally appropriate standard. No Correlations
OBJECTIVE	d.	Recognize and name some letters in their first name. <u>Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
OBJECTIVE	e.	Recognize that letters can be grouped to form words. <u>Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

OBJECTIVE	f.	Recognize some numbers. Objectives for Development and Learning • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.2 Recognizes and names a few numerals
OBJECTIVE	g.	No developmentally appropriate standard. No Correlations
THEME		Reading Standards for FOUNDATIONAL SKILLS (THREE-YEAR-OLD CHILDREN)
SUBJECT		Phonological Awareness
STANDARD	2	With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.
OBJECTIVE	a.	Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation). Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
OBJECTIVE	b.	Recognize sound patterns and repeat them (e.g., clapping, stomping, patting). Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
OBJECTIVE	c.	No developmentally appropriate standard. No Correlations
OBJECTIVE	d.	Recognize initial sound in first name. Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds

OBJECTIVE	e.	Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs). Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
OBJECTIVE	f.	No developmentally appropriate standard. No Correlations
THEME		Reading Standards for FOUNDATIONAL SKILLS (THREE-YEAR-OLD CHILDREN)
SUBJECT		Phonological Awareness
STANDARD	3	With prompting and support, demonstrate emergent phonics and word analysis skills.
OBJECTIVE	a.	Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants. Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.2 Identifies the sounds of a few letters
OBJECTIVE	b.	No developmentally appropriate standard. No Correlations
OBJECTIVE	c.	Recognize own name and environmental print. Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
OBJECTIVE	d.	No developmentally appropriate standard. No Correlations
THEME		Reading Standards for FOUNDATIONAL SKILLS (THREE-YEAR-OLD CHILDREN)
SUBJECT		Fluency

STANDARD	4	<p>With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.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</p>
THEME		Standards for WRITING (THREE-YEAR-OLD CHILDREN)
SUBJECT		Text Types and Purposes
STANDARD	1	<p>With guidance and support, recognize that writing is a way of communicating for a variety of purposes.</p>
OBJECTIVE	a.	<p>Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to express an opinion.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
OBJECTIVE	b.	<p>Explore and experiment with a combination of written representations (e.g., scribbling or drawing) and describe their writing.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
OBJECTIVE	c.	<p>Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to tell about events or stories.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
THEME		Standards for WRITING (THREE-YEAR-OLD CHILDREN)
SUBJECT		Text Types and Purposes
STANDARD	2	<p>No developmentally appropriate standard.</p> <p>No Correlations</p>

STANDARD	3	No developmentally appropriate standard. No Correlations
THEME		Standards for WRITING (THREE-YEAR-OLD CHILDREN)
SUBJECT		Production and Distribution of Writing
STANDARD	4	No developmentally appropriate standard. No Correlations
STANDARD	5	No developmentally appropriate standard. No Correlations
STANDARD	6	With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination. <u>Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
THEME		Standards for WRITING (THREE-YEAR-OLD CHILDREN)
SUBJECT		Research to Build and Present Knowledge
STANDARD	7	No developmentally appropriate standard. No Correlations
STANDARD	8	With prompting and support, recall information from experiences to answer questions. <u>Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
STANDARD	9	No developmentally appropriate standard. No Correlations
THEME		Standards for WRITING (THREE-YEAR-OLD CHILDREN)
SUBJECT		Range of Writing
STANDARD	10	No developmentally appropriate standard. No Correlations

THEME		Standards for SPEAKING AND LISTENING (THREE-YEAR-OLD CHILDREN)
SUBJECT		Comprehension and Collaboration
STANDARD	1	With guidance and support, participate in conversations about pre-kindergarten topics with peers and adults.
OBJECTIVE	a.	Engage in voluntary social conversations (e.g., taking, exchanging information, listening attentively, awareness of others' feelings) <u>Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
OBJECTIVE	b.	Engage in extended conversations <u>Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
THEME		Standards for SPEAKING AND LISTENING (THREE-YEAR-OLD CHILDREN)
SUBJECT		Comprehension and Collaboration
STANDARD	2	With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.
STANDARD	3	With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.
THEME		Standards for SPEAKING AND LISTENING (THREE-YEAR-OLD CHILDREN)
SUBJECT		Presentation of Knowledge and Ideas

STANDARD	4	<p>With guidance and support, describe familiar people, places, things and events.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
STANDARD	5	<p>With prompting and support, add drawings or other visual displays to descriptions.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.4 Draws or constructs, and then identifies what it is</p>
STANDARD	6	<p>With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings and needs clearly.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</p>
THEME		Standards for LANGUAGE (THREE-YEAR-OLD CHILDREN)
SUBJECT		Conventions of Standard English
STANDARD	1	With prompting and support, demonstrate awareness of the conventions of standard English grammar and use when speaking.
OBJECTIVE	a.	<p>Use frequently occurring verbs and nouns.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
OBJECTIVE	b.	<p>No developmentally appropriate standard.</p> <p>No Correlations</p>
OBJECTIVE	c.	<p>Ask and answer questions.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>

OBJECTIVE	d.	Use simple prepositions (e.g., in, out, on, off). Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
OBJECTIVE	e.	Use standard words instead of slang or baby talk. Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
THEME		Standards for LANGUAGE (THREE-YEAR-OLD CHILDREN)
SUBJECT		Conventions of Standard English
STANDARD	2	No developmentally appropriate standard. No Correlations
THEME		Standards for LANGUAGE (THREE-YEAR-OLD CHILDREN)
SUBJECT		Knowledge of Language
STANDARD	3	No developmentally appropriate standard. No Correlations
THEME		Standards for LANGUAGE (THREE-YEAR-OLD CHILDREN)
SUBJECT		Vocabulary Acquisition and Use
STANDARD	4	No developmentally appropriate standard. No Correlations
THEME		Standards for LANGUAGE (THREE-YEAR-OLD CHILDREN)
SUBJECT		Vocabulary Acquisition and Use
STANDARD	5	With guidance and support, explore word relationships and word meanings
OBJECTIVE	a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

OBJECTIVE	b.	With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers. Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
OBJECTIVE	c.	No developmentally appropriate standard. No Correlations
OBJECTIVE	d.	No developmentally appropriate standard. No Correlations
THEME		Standards for LANGUAGE (THREE-YEAR-OLD CHILDREN)
SUBJECT		Vocabulary Acquisition and Use
STANDARD	6	With guidance and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story. Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
THEME		Standards for MATHEMATICS (THREE-YEAR-OLD CHILDREN)
SUBJECT		COUNTING AND CARDINALITY
STANDARD		Know number names and the count sequence.
OBJECTIVE	1	With guidance and support, recite numbers 1 to 5 or beyond from memory. Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
OBJECTIVE	2	No developmentally appropriate standard. No Correlations
THEME		Standards for MATHEMATICS (THREE-YEAR-OLD CHILDREN)
SUBJECT		COUNTING AND CARDINALITY
STANDARD		Count to tell the number of objects.
OBJECTIVE	3	With guidance and support, attempt to count concrete objects and actions up to 3.

OBJECTIVE	a.	No developmentally appropriate standard. No Correlations
OBJECTIVE	b.	No developmentally appropriate standard. No Correlations
THEME		Standards for MATHEMATICS (THREE-YEAR-OLD CHILDREN)
SUBJECT		COUNTING AND CARDINALITY
STANDARD		Count to tell the number of objects.
OBJECTIVE	4	No developmentally appropriate standard.
OBJECTIVE	a.	No developmentally appropriate standard. No Correlations
THEME		Standards for MATHEMATICS (THREE-YEAR-OLD CHILDREN)
SUBJECT		COUNTING AND CARDINALITY
STANDARD		Compare numbers.
OBJECTIVE	5	With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.5 Emerging to 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
THEME		Standards for MATHEMATICS (THREE-YEAR-OLD CHILDREN)
SUBJECT		OPERATIONS AND ALGEBRAIC THINKING
STANDARD		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.
OBJECTIVE	1	With guidance and support, experiment with the concepts of putting together and taking from using concrete objects. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.5 Emerging to 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
OBJECTIVE	2	No developmentally appropriate standard. No Correlations

OBJECTIVE	3	No developmentally appropriate standard. No Correlations
OBJECTIVE	4	With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping and patting.) <u>Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
THEME		Standards for MATHEMATICS (THREE-YEAR-OLD CHILDREN)
SUBJECT		MEASUREMENT AND DATA
STANDARD		Describe and compare measurable attributes.
OBJECTIVE	1	With guidance and support, experiment with measurable attributes of everyday objects (e.g., big, little, tall, short, full, empty, heavy, light). <u>Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
OBJECTIVE	2	With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., big, bigger, long, longer, tall, taller, short, shorter). <u>Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
OBJECTIVE	3	Explore nonstandard units of measurement. <u>Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
OBJECTIVE	4	Explore standard tools of measurement. <u>Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
THEME		Standards for MATHEMATICS (THREE-YEAR-OLD CHILDREN)

SUBJECT		MEASUREMENT AND DATA
STANDARD		Classify objects and count the number of objects in each category.
OBJECTIVE	1	<p>With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).</p> <p><u>Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
THEME		Standards for MATHEMATICS (THREE-YEAR-OLD CHILDREN)
SUBJECT		GEOMETRY
STANDARD		Explore, identify and describe shapes (squares, circles, triangles).
OBJECTIVE	1	<p>With guidance and support, correctly name circles, squares and triangles.</p> <p><u>Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
OBJECTIVE	2	<p>With guidance and support, recognize circles, squares and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).</p> <p><u>Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
OBJECTIVE	3	<p>No developmentally appropriate standard.</p> <p>No Correlations</p>
THEME		Standards for MATHEMATICS (THREE-YEAR-OLD CHILDREN)
SUBJECT		GEOMETRY
STANDARD		Analyze, compare, create and compose shapes.
OBJECTIVE	4	<p>With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).</p> <p><u>Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>

OBJECTIVE	5	No developmentally appropriate standard. No Correlations
THEME		APPROACHES TO LEARNING Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		PLAY
STANDARD		Engage in play.
OBJECTIVE	1	With guidance and support, cooperate with peers during play by taking turns, sharing materials and inviting others to play. <u>Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
OBJECTIVE	2	With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials). <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
OBJECTIVE	3	With guidance and support, begin to exhibit creativity and imagination in a variety of forms. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
OBJECTIVE	4	With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative). <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
THEME		APPROACHES TO LEARNING Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		CURIOSITY AND INITIATIVE
STANDARD		Demonstrate curiosity and initiative.

OBJECTIVE	1	<p>Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
OBJECTIVE	2	<p>Begin to ask questions to seek new information.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
OBJECTIVE	3	<p>Demonstrate an increasing ability to make independent choices.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
OBJECTIVE	4	<p>With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
THEME		APPROACHES TO LEARNING Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		PERSISTENCE AND ATTENTIVENESS
STANDARD		Demonstrate persistence and attentiveness.
OBJECTIVE	1	<p>With guidance and support, follow through to complete a task or activity.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>

OBJECTIVE	2	<p>With guidance and support, demonstrate the ability to remain engaged in an activity or experience.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
OBJECTIVE	3	<p>With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
THEME		APPROACHES TO LEARNING Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		PROBLEM-SOLVING SKILLS
STANDARD		Demonstrate problem-solving skills.
OBJECTIVE	1	<p>With guidance and support, identify a problem or ask a question.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
OBJECTIVE	2	<p>With guidance and support, begin to use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
OBJECTIVE	3	<p>With guidance and support, apply prior learning and experiences to build new knowledge.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT

STANDARD		Build and maintain relationships with others.
OBJECTIVE	1	Interact appropriately with familiar adults.
OBJECTIVE	a.	With guidance and support, communicate to seek help with difficult task, to find comfort and to obtain security. <u>Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
OBJECTIVE	b.	With guidance and support, engage with a variety of familiar adults. <u>Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT
STANDARD		Build and maintain relationships with others.
OBJECTIVE	2	Interact appropriately with other children.
OBJECTIVE	a.	Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
OBJECTIVE	b.	Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). <u>Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
OBJECTIVE	c.	With guidance and support, ask permission to use materials belonging to someone else. <u>Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns

OBJECTIVE	d.	Begin to acknowledge needs and rights of others (e.g., “It’s your turn on the swing.”). <u>Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT
STANDARD		Build and maintain relationships with others.
OBJECTIVE	3	Express empathy and care for others.
OBJECTIVE	a.	With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm, give a soft hug to an upset peer). <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
OBJECTIVE	b.	Begin to offer and accept encouraging and courteous words to demonstrate kindness. <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
OBJECTIVE	c.	With guidance and support, identify emotional cues of others and react in a positive manner (e.g., “You seem sad.”). <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT
STANDARD		Work productively toward common goals and activities.
OBJECTIVE	4	Participate successfully as a member of a group.

OBJECTIVE	a.	<p>With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.5 Emerging to 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
OBJECTIVE	b.	<p>With guidance and support, sustain interactions with peers, allow others to join play activities and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.5 Emerging to 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
OBJECTIVE	c.	<p>With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT
STANDARD		Work productively toward common goals and activities.
OBJECTIVE	5	Join ongoing activities in acceptable ways.
OBJECTIVE	a.	<p>Begin to express to others a desire to play (e.g., “I want to play.”).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p>
OBJECTIVE	b.	<p>With guidance and support, lead and follow.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p>

OBJECTIVE	c.	With guidance and support, move into group with ease. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT
STANDARD		Work productively toward common goals and activities.
OBJECTIVE	6	Resolve conflicts with others.
OBJECTIVE	a.	With guidance and support, use discussions and negotiations to reach a compromise (e.g., “I had the drum first or you can have it when this song is over.”). Objectives for Development and Learning • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems
OBJECTIVE	b.	With guidance and support, use courteous words and actions (e.g., “Please give me the book.” “I’m sorry I stepped on your mat.”). Objectives for Development and Learning • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	1	Demonstrate trust in self.
OBJECTIVE	a.	Begin to make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

OBJECTIVE	b.	Begin to identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	2	Develop personal preferences.
OBJECTIVE	a.	Begin to express independence, interest and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
OBJECTIVE	b.	With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	3	Show flexibility, inventiveness and interest in solving problems.
OBJECTIVE	a.	With guidance and support, make alternative choices (e.g., move to another area when a center is full). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

OBJECTIVE	b.	With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	4	Know personal information.
OBJECTIVE	a.	With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color). Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
OBJECTIVE	b.	Refer to self by first name. Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
OBJECTIVE	c.	With guidance and support, know parents'/guardians' names. Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Recognize and adapt expressions, behaviors and actions.
OBJECTIVE	5	Show impulse control with body and actions.
OBJECTIVE	a.	Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

OBJECTIVE	b.	With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing). <u>Objectives for Development and Learning</u> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
OBJECTIVE	c.	With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story). <u>Objectives for Development and Learning</u> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Recognize and adapt expressions, behaviors and actions.
OBJECTIVE	6	Manage emotions.
OBJECTIVE	a.	With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
OBJECTIVE	b.	With guidance and support, recognize emotions (e.g., “I am really mad.”). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
OBJECTIVE	c.	With guidance and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
OBJECTIVE	d.	With guidance and support, express frustration and anger without harming self, others or property (e.g., “I don’t like it when you take my truck.”). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person

THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Recognize and adapt expressions, behaviors and actions.
OBJECTIVE	7	Follow procedures and routines with teacher support.
OBJECTIVE	a.	<p>Begin to follow one- or two-step directions (e.g., move appropriately when transitions are announced).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
OBJECTIVE	b.	<p>With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
OBJECTIVE	c.	<p>Begin to take turns and to share information with others (e.g., interact during group time).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.4 Takes turns</p>
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Recognize and adapt expressions, behaviors and actions.
OBJECTIVE	8	Demonstrate flexibility in adapting to different environments.
OBJECTIVE	a.	<p>With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>

OBJECTIVE	b.	With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		PHYSICAL SCIENCE
STANDARD		Develop awareness of observable properties of objects and materials.
OBJECTIVE	1	Begin to manipulate and explore a wide variety of objects and materials. Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
OBJECTIVE	2	No developmentally appropriate standard. No Correlations
OBJECTIVE	3	No developmentally appropriate standard. No Correlations
THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		PHYSICAL SCIENCE
STANDARD		Develop awareness of observable properties of objects and materials.
OBJECTIVE	4	With guidance and support, explore properties of solid objects.
OBJECTIVE	a.	With guidance and support, identify position of objects. Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
OBJECTIVE	b.	No developmentally appropriate standard. No Correlations
OBJECTIVE	c.	With guidance and support explore movement of people and objects (e.g., over, under, in, out, sink, float). Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		PHYSICAL SCIENCE
STANDARD		Develop awareness of observable properties of objects and materials.
OBJECTIVE	5	With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature). <u>Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		LIFE SCIENCE
STANDARD		Develop an awareness of living things.
OBJECTIVE	1	With guidance and support, explore body parts associated with the use of each of the five senses. <u>Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things

THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		LIFE SCIENCE
STANDARD		Develop an awareness of living things.
OBJECTIVE	2	With guidance and support, explore how people change during changes of the life cycle.
OBJECTIVE	a.	Explore text with illustrations of human life stages. <u>Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
OBJECTIVE	b.	No developmentally appropriate standard. No Correlations

THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		LIFE SCIENCE
STANDARD		Develop an awareness of living things.
OBJECTIVE	3	With guidance and support, conduct a simple investigation to observe the differences in humans during life stages. <u>Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things

THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		LIFE SCIENCE

STANDARD		Develop an awareness of living things.
OBJECTIVE	4	With guidance and support, observe, explore and describe a variety of living things and where they live (e.g., plants, animals, people).
OBJECTIVE	a.	With guidance and support, conduct an experiment to observe the growth of plants. Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		LIFE SCIENCE
STANDARD		Develop an awareness of living things.
OBJECTIVE	5	With guidance and support, describe individual characteristics of self, other living things and people.
OBJECTIVE	a.	No developmentally appropriate standard. No Correlations
OBJECTIVE	b.	No developmentally appropriate standard. No Correlations
OBJECTIVE	c.	With guidance and support, use appropriate technology tools to explore observable characteristics of living things and people. Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		EARTH AND SPACE SCIENCE
STANDARD		Develop an awareness of earth science and space.
OBJECTIVE	1	With guidance and support, recognize that weather changes (e.g., rainy, windy, sunny, cloudy).
OBJECTIVE	a.	Observe daily display about weather and seasonal activity. Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		EARTH AND SPACE SCIENCE
STANDARD		Develop an awareness of earth science and space.
OBJECTIVE	2	Begin to identify objects in the sky (e.g., clouds, sun, moon and stars).

OBJECTIVE	a.	Explore materials to create display of common elements of day and night. Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
OBJECTIVE	b.	Explore devices that protect from sun or rain. Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		EARTH AND SPACE SCIENCE
STANDARD		Develop an awareness of earth science and space.
OBJECTIVE	3	With guidance and support, collect, sort, identify and describe objects in the natural world (e.g., rocks, soil, leaves).
OBJECTIVE	a.	No developmentally appropriate standard. No Correlations
OBJECTIVE	b.	No developmentally appropriate standard. No Correlations
THEME		SCIENCE Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		TECHNOLOGY
STANDARD		Identify and explore a variety of technology tools.
OBJECTIVE	1	With guidance and support, explore appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines). Objectives for Development and Learning • Objective 28 Uses tools and other technology to perform tasks
OBJECTIVE	2	No developmentally appropriate standard. No Correlations
OBJECTIVE	3	No developmentally appropriate standard. No Correlations
THEME		PHYSICAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		GROSS MOTOR SKILLS
STANDARD		Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities.

OBJECTIVE	1	Identify body parts (e.g., knee, foot, arm). <u>Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
OBJECTIVE	2	With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball). <u>Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 05 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 06 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
THEME		PHYSICAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		GROSS MOTOR SKILLS
STANDARD		Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.
OBJECTIVE	3	With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs). <u>Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 05 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 06 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
OBJECTIVE	4	With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides). <u>Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 05 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences • Objective 06 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements

OBJECTIVE	5	<p>Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 05 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 06 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
THEME		PHYSICAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		FINE MOTOR
STANDARD		Demonstrate competency in fine motor skills needed to perform a variety of physical activities.
OBJECTIVE	1	<p>With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
THEME		PHYSICAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		FINE MOTOR
STANDARD		Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.
OBJECTIVE	2	<p>With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>

OBJECTIVE	3	With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding). <u>Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
THEME		PHYSICAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		FINE MOTOR
STANDARD		Participate in fine motor activity for self-expression and/or social interaction.
OBJECTIVE	4	With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play). <u>Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
OBJECTIVE	5	With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays and dramatic play). <u>Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
THEME		PHYSICAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		FINE MOTOR
STANDARD		Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.
OBJECTIVE	6	With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self). <u>Objectives for Development and Learning</u> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
THEME		PHYSICAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		SELF-CARE, HEALTH AND SAFETY SKILLS
STANDARD		Demonstrate an awareness and practice of safety rules.

OBJECTIVE	1	<p>With guidance and support, identify and follow safety rules (e.g., classroom, home, community).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
OBJECTIVE	2	<p>With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
OBJECTIVE	3	<p>With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
THEME		PHYSICAL DEVELOPMENT Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		SELF-CARE, HEALTH AND SAFETY SKILLS
STANDARD		Demonstrate an emerging use of standard health practices.
OBJECTIVE	4	<p>With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
OBJECTIVE	5	<p>With guidance and support, participate in a variety of physical activities.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

OBJECTIVE	6	With guidance and support, identify nutritious foods. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
THEME		SOCIAL STUDIES Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		FAMILY AND COMMUNITY
STANDARD		Understand self in relation to the family and the community.
OBJECTIVE	1	Begin to identify self as a member of a family, the learning community and local community. Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
OBJECTIVE	2	With guidance and support, identify similarities and differences in people. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	3	With guidance and support, describe some family traditions. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	4	With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age and gender. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
THEME		SOCIAL STUDIES Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		FAMILY AND COMMUNITY
STANDARD		Understand the concept of individual rights and responsibilities.
OBJECTIVE	5	With guidance and support, demonstrate responsible behavior related to daily routines. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
THEME		SOCIAL STUDIES Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		FAMILY AND COMMUNITY
STANDARD		Understand the concept of individual rights and responsibilities.
OBJECTIVE	6	With guidance and support, explain some rules in the home and in the classroom.

OBJECTIVE	a.	Identify some rules for different settings. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	b.	Identify appropriate choices to promote positive interactions. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
THEME		SOCIAL STUDIES Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		FAMILY AND COMMUNITY
STANDARD		Understand the concept of individual rights and responsibilities.
OBJECTIVE	7	With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers). Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	8	With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly). Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
OBJECTIVE	9	With guidance and support, describe a simple sequence of familiar events. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
THEME		SOCIAL STUDIES Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		OUR WORLD
STANDARD		Understand the importance of people, resources and the environment.
OBJECTIVE	1	With guidance and support, treat classroom materials and belongings of others with care. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	2	With guidance and support, identify location and some physical features of familiar places in the environment. Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge

OBJECTIVE	3	With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant). Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	4	Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	5	With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water). Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth’s environment
THEME		SOCIAL STUDIES Standards (THREE-YEAR-OLD CHILDREN)
SUBJECT		HISTORY AND EVENTS
STANDARD		Understand events that happened in the past.
OBJECTIVE	1	With guidance and support, describe a simple series of familiar events. Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
OBJECTIVE	2	With guidance and support, begin to understand events that happened in the past. Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
THEME		Reading Standards for LITERATURE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Key Ideas and Details
STANDARD	1	With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”). Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures

STANDARD	2	<p>With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
STANDARD	3	<p>With prompting and support, identify some characters, settings and/or major events in a story.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
THEME		Reading Standards for LITERATURE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Craft and Structure
STANDARD	4	Exhibit curiosity and interest in learning words in print.
OBJECTIVE	a.	<p>Develop new vocabulary from stories.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
OBJECTIVE	b.	<p>Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
THEME		Reading Standards for LITERATURE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Craft and Structure
STANDARD	5	With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability).

OBJECTIVE	a.	Identify the front cover, back cover and title page of a book. <u>Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
THEME		Reading Standards for LITERATURE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Craft and Structure
STANDARD	6	With prompting and support, identify the role of the “author” and “illustrator”. <u>Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
THEME		Reading Standards for LITERATURE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Integration of Knowledge and Ideas
STANDARD	7	With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama). <u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STANDARD	8	No developmentally appropriate standard. No Correlations
STANDARD	9	With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different). <u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.7 Emerging to 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points
THEME		Reading Standards for LITERATURE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Range of Reading and Level of Text Complexity

STANDARD	10	<p>Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
THEME		Reading Standards for INFORMATIONAL TEXT (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Key Ideas and Details
STANDARD	1	<p>With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists and other reference materials).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
STANDARD	2	<p>With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
STANDARD	3	<p>With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
THEME		Reading Standards for INFORMATIONAL TEXT (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Craft and Structure
STANDARD	4	<p>Exhibit curiosity and interest about words in a variety of informational texts.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>

STANDARD	5	<p>With prompting and support, identify the front cover, back cover and title page of a book.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
STANDARD	6	<p>With prompting and support, identify the role of the “author” and “illustrator” in informational text.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
THEME		Reading Standards for INFORMATIONAL TEXT (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Integration of Knowledge and Ideas
STANDARD	7	<p>With prompting and support, make connections between self and text and/or information and text.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STANDARD	8	<p>With prompting and support, explore the purpose of the informational text as it relates to self.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>

STANDARD	9	<p>With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.7 Emerging to 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author’s supporting points</p>
THEME		Reading Standards for INFORMATIONAL TEXT (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	10	<p>With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
THEME		Reading Standards for FOUNDATIONAL SKILLS (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Print Concepts
STANDARD	1	With prompting and support, demonstrate understanding of conventions of print.
OBJECTIVE	a.	<p>Understand that print moves from left to right, top to bottom and page by page.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>
OBJECTIVE	b.	<p>Recognize an association between spoken and written words.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.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>

OBJECTIVE	c.	Understand that words are separated by spaces in print. <u>Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
OBJECTIVE	d.	Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name. <u>Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
OBJECTIVE	e.	Recognize words as a unit of print and understand that letters are grouped to form words. <u>Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
OBJECTIVE	f.	Differentiate letters from numbers. <u>Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
OBJECTIVE	g.	Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. <u>Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
THEME		Reading Standards for FOUNDATIONAL SKILLS (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Phonological Awareness
STANDARD	2	With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables and sounds.

OBJECTIVE	a.	Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation). Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme
OBJECTIVE	b.	Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping. Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
OBJECTIVE	c.	No developmentally appropriate standard. No Correlations
OBJECTIVE	d.	With prompting and support, isolate and pronounce the initial sounds and ending sounds in words. Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.6 Matches beginning sounds of some words
OBJECTIVE	e.	Engage in language play (e.g., sound patterns, rhyming patterns, songs). Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously
OBJECTIVE	f.	Demonstrate awareness of the relationship between sounds and letters. Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
THEME		Reading Standards for FOUNDATIONAL SKILLS (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Phonological Awareness
STANDARD	3	With prompting and support, demonstrate emergent phonics and word analysis skills.

OBJECTIVE	a.	Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants. Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
OBJECTIVE	b.	No developmentally appropriate standard. No Correlations
OBJECTIVE	c.	Recognize own name, environmental print and some common high-frequency sight words. Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.1 Emerging to 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
OBJECTIVE	d.	No developmentally appropriate standard. No Correlations
THEME		Reading Standards for FOUNDATIONAL SKILLS (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Fluency
STANDARD	4	Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading). Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
THEME		Standards for WRITING (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Text Types and Purposes
STANDARD	1	With prompting and support, recognize that writing is a way of communicating for a variety of purposes.

OBJECTIVE	a.	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion. Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
OBJECTIVE	b.	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and) and describe their writing. Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
OBJECTIVE	c.	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories. Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
THEME		Standards for WRITING (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Text Types and Purposes
STANDARD	2	No developmentally appropriate standard. No Correlations
STANDARD	3	No developmentally appropriate standard. No Correlations
THEME		Standards for WRITING (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Production and Distribution of Writing
STANDARD	4	No developmentally appropriate standard. No Correlations

STANDARD	5	<p>With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
STANDARD	6	<p>With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
THEME		Standards for WRITING (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Research to Build and Present Knowledge
STANDARD	7	<p>With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
STANDARD	8	<p>With prompting and support, recall information from experiences to answer questions.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.7 Emerging to 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
STANDARD	9	<p>No developmentally appropriate standard.</p> <p>No Correlations</p>
THEME		Standards for WRITING (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Range of Writing
STANDARD	10	<p>No developmentally appropriate standard.</p> <p>No Correlations</p>
THEME		Standards for SPEAKING and LISTENING (FOUR-YEAR-OLD CHILDREN)

SUBJECT		Comprehension and Collaboration
STANDARD	1	With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.
OBJECTIVE	a.	Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings). <u>Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
OBJECTIVE	b.	Engage in extended conversations. <u>Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
THEME		Standards for SPEAKING and LISTENING (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Comprehension and Collaboration
STANDARD	2	With prompting and support, confirm understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details. <u>Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STANDARD	3	With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood. <u>Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
THEME		Standards for SPEAKING and LISTENING (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Presentation of Knowledge and Ideas

STANDARD	4	<p>With prompting and support, describe familiar people, places, things and events.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
STANDARD	5	<p>With prompting and support, add drawings or other visual displays to descriptions.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
STANDARD	6	<p>With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
THEME		Standards for LANGUAGE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Conventions of Standard English
STANDARD	1	With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.
OBJECTIVE	a.	<p>Use frequently occurring nouns and verbs.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
OBJECTIVE	b.	<p>Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>

OBJECTIVE	c.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
OBJECTIVE	d.	Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance
OBJECTIVE	e.	Produce and expand complete sentences in shared language activities. Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
THEME		Standards for LANGUAGE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Conventions of Standard English
STANDARD	2	With prompting and support, demonstrate awareness of the conventions of standard English.
OBJECTIVE	a.	Write first name, capitalizing the first letter. Objectives for Development and Learning • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name
OBJECTIVE	b.	Develop an awareness of symbols for end punctuation. Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships

OBJECTIVE	c.	Attempt to write a letter or letters to represent a word. Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships
OBJECTIVE	d.	Experiment with written representations of words, using emergent (developing) knowledge of letter-sound relationships. Objectives for Development and Learning • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships
THEME		Standards for LANGUAGE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Knowledge of Language
STANDARD	3	No developmentally appropriate standard No Correlations
THEME		Standards for LANGUAGE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Vocabulary Acquisition and Use
STANDARD	4	With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.
OBJECTIVE	a.	Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle). Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
THEME		Standards for LANGUAGE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Vocabulary Acquisition and Use
STANDARD	5	With guidance and support, explore word relationships and word meanings.

OBJECTIVE	a.	<p>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
OBJECTIVE	b.	<p>Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
OBJECTIVE	c.	<p>Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 08 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
OBJECTIVE	d.	<p>Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
THEME		Standards for LANGUAGE (FOUR-YEAR-OLD CHILDREN)
SUBJECT		Vocabulary Acquisition and Use

STANDARD	6	<p>With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
THEME		MATHEMATICS Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		COUNTING AND CARDINALITY
STANDARD		Know number names and the count sequence.
OBJECTIVE	1	<p>With prompting and support, recite numbers 1 to 30 in the correct order.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p>
OBJECTIVE	2	<p>With prompting and support, recognize, name, and attempt writing numerals 0 – 20.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals</p>
THEME		MATHEMATICS Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		COUNTING AND CARDINALITY
STANDARD		Count to tell the number of objects.
OBJECTIVE	3	<p>With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
THEME		MATHEMATICS Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		COUNTING AND CARDINALITY
STANDARD		Count to tell the number of objects.
OBJECTIVE	4	<p>With guidance and support, understand the relationship between numerals and quantities.</p>

OBJECTIVE	a.	Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
OBJECTIVE	b.	Match quantities and numerals 0 – 10. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
THEME		MATHEMATICS Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		COUNTING AND CARDINALITY
STANDARD		Count to tell the number of objects.
OBJECTIVE	5	Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design.
OBJECTIVE	a.	Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
THEME		MATHEMATICS Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		COUNTING AND CARDINALITY
STANDARD		Compare numbers.
OBJECTIVE	6	Use comparative language (e.g., more than, less than, equal to, same and different) to compare objects, using developmentally appropriate pre-kindergarten materials. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
THEME		MATHEMATICS Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		OPERATIONS AND ALGEBRAIC THINKING

STANDARD		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.
OBJECTIVE	1	<p>With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</p>
OBJECTIVE	2	<p>With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
OBJECTIVE	3	<p>With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
OBJECTIVE	4	<p>With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g. duplicate and extend simple patterns using concrete objects).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.6 Extends and creates simple repeating patterns</p>
THEME		MATHEMATICS Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		MEASUREMENT AND DATA
STANDARD		Describe and compare measurable attributes.

OBJECTIVE	1	With guidance and support, recognize measurable attributes of everyday objects such as length, weight and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light). <u>Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
THEME		MATHEMATICS Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		MEASUREMENT AND DATA
STANDARD		Describe and compare measurable attributes.
OBJECTIVE	2	With guidance and support, compare two objects using attributes of length, weight and size (e.g., bigger, longer, taller, heavier, same weight, same amount).
OBJECTIVE	a.	Use nonstandard units of measurement. <u>Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
OBJECTIVE	b.	Explore standard tools of measurement. <u>Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
THEME		MATHEMATICS Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		MEASUREMENT AND DATA
STANDARD		Classify objects and count the number of objects in each category.
OBJECTIVE	3	With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature). <u>Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
THEME		MATHEMATICS Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		GEOMETRY
STANDARD		Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).

OBJECTIVE	1	<p>With guidance and support, correctly name shapes.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
OBJECTIVE	2	<p>With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
OBJECTIVE	3	<p>With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
THEME		MATHEMATICS Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		GEOMETRY
STANDARD		Analyze, compare, create and compose shapes.
OBJECTIVE	4	<p>With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.7 Emerging to 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>

OBJECTIVE	5	<p>With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.7 Emerging to 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
THEME		APPROACHES TO LEARNING Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		PLAY
STANDARD		Engage in play.
OBJECTIVE	1	<p>Cooperate with peers during play by taking turns, sharing materials and inviting others to play.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.4 Takes turns</p>
OBJECTIVE	2	<p>Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
OBJECTIVE	3	<p>Exhibit creativity and imagination in a variety of forms (e.g., roles, props and language).</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
OBJECTIVE	4	<p>Demonstrate active engagement in play.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
THEME		APPROACHES TO LEARNING Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		PERSISTENCE AND ATTENTIVENESS

STANDARD		Demonstrate persistence and attentiveness.
OBJECTIVE	1	Follow through to complete a task or activity. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
OBJECTIVE	2	Demonstrate the ability to remain engaged in an activity or experience. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
OBJECTIVE	3	Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink). <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
THEME		APPROACHES TO LEARNING Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		PROBLEM-SOLVING SKILLS
STANDARD		Demonstrate problem-solving skills.
OBJECTIVE	1	Identify a problem or ask a question. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
OBJECTIVE	2	Use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error). <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
OBJECTIVE	3	Apply prior learning and experiences to build new knowledge. <u>Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT
STANDARD		Build and maintain relationships with others.
OBJECTIVE	1	Interact appropriately with familiar adults.
OBJECTIVE	a.	Communicate to seek out help with a difficult task, to find comfort and to obtain security. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
OBJECTIVE	b.	Engage with a variety of familiar adults for a specific purpose. Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT
STANDARD		Build and maintain relationships with others.
OBJECTIVE	2	Interact appropriately with other children.
OBJECTIVE	a.	Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
OBJECTIVE	b.	Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
OBJECTIVE	c.	Ask permission to use items or materials of others. Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors

OBJECTIVE	d.	Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”). Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT
STANDARD		Build and maintain relationships with others.
OBJECTIVE	3	Express empathy and care for others.
OBJECTIVE	a.	Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer). Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
OBJECTIVE	b.	Offer and accept encouraging and courteous words to demonstrate kindness. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
OBJECTIVE	c.	With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”). Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT
STANDARD		Work productively toward common goals and activities.
OBJECTIVE	4	Participate successfully as a member of a group.

OBJECTIVE	a.	With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas). Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
OBJECTIVE	b.	Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time). Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
OBJECTIVE	c.	Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT
STANDARD		Work productively toward common goals and activities.
OBJECTIVE	5	Join ongoing activities in acceptable ways.
OBJECTIVE	a.	Express to others a desire to play (e.g., say, “I want to play.”). Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
OBJECTIVE	b.	Lead and follow. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

OBJECTIVE	c.	Move into group with ease. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		SOCIAL DEVELOPMENT
STANDARD		Work productively toward common goals and activities.
OBJECTIVE	6	Resolve conflicts with others.
OBJECTIVE	a.	With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”). Objectives for Development and Learning • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
OBJECTIVE	b.	With prompting and support, use courteous words and actions (e.g., say, “Please give me the book.” “I’m sorry I stepped on your mat.”). Objectives for Development and Learning • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	1	Demonstrate trust in self.
OBJECTIVE	a.	Make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

OBJECTIVE	b.	Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	2	Develop personal preferences.
OBJECTIVE	a.	Express independence, interest and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
OBJECTIVE	b.	Select and complete tasks (e.g., finish a puzzle or drawing). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	3	Show flexibility, inventiveness and interest in solving problems.
OBJECTIVE	a.	Make alternative choices (e.g., move to another area when a center is full). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
OBJECTIVE	b.	Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen). Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Demonstrate awareness of self and capabilities.
OBJECTIVE	4	Know personal information.
OBJECTIVE	a.	Describe self using several basic characteristics (e.g., gender, age, hair color, eye color). <u>Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
OBJECTIVE	b.	Refer to self by first and last name. <u>Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
OBJECTIVE	c.	Know parent(s’)/guardian(s’) name(s). <u>Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Recognize and adapt expressions, behaviors and actions.
OBJECTIVE	5	Show impulse control with body and actions.
OBJECTIVE	a.	Control own body in space (e.g., move safely through room without harm to self or others). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
OBJECTIVE	b.	Follow procedures or routines (e.g., come to circle time when the teacher begins to sing). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
OBJECTIVE	c.	Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story). <u>Objectives for Development and Learning</u> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Recognize and adapt expressions, behaviors and actions.
OBJECTIVE	6	Manage emotions.
OBJECTIVE	a.	With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
OBJECTIVE	b.	With prompting and support, recognize emotions (e.g., “I am really mad.”). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
OBJECTIVE	c.	With prompting and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
OBJECTIVE	d.	With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Recognize and adapt expressions, behaviors and actions.
OBJECTIVE	7	Follow procedures and routines with teacher support.
OBJECTIVE	a.	Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

OBJECTIVE	b.	Use materials with care and safety (e.g., use scissors to cut paper). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
OBJECTIVE	c.	Take turns sharing information with others (e.g., interact during group time). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
THEME		SOCIAL AND EMOTIONAL Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		EMOTIONAL DEVELOPMENT
STANDARD		Recognize and adapt expressions, behaviors and actions.
OBJECTIVE	8	Demonstrate flexibility in adapting to different environments.
OBJECTIVE	a.	Adjust behavior in different settings (e.g., at the library, playground, lunchroom). <u>Objectives for Development and Learning</u> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
OBJECTIVE	b.	Follow rules (e.g., use outside voice, use inside voice) in different settings. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
THEME		SCIENCE Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		PHYSICAL SCIENCE
STANDARD		Develop awareness of observable properties of objects and materials.
OBJECTIVE	1	The child will manipulate and explore items in the environment with a wide variety of investigative tools. <u>Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

OBJECTIVE	2	With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid and sink or float). Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
THEME		SCIENCE Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		PHYSICAL SCIENCE
STANDARD		Develop awareness of observable properties of objects and materials.
OBJECTIVE	3	With prompting and support, explore how solid objects can be constructed from a smaller set.
OBJECTIVE	a.	With teacher guidance, use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks) Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
OBJECTIVE	b.	No developmentally appropriate standard. No Correlations
OBJECTIVE	c.	With teacher guidance, explore why things may not work the same if some of the parts are missing. Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
THEME		SCIENCE Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		PHYSICAL SCIENCE
STANDARD		Develop awareness of observable properties of objects and materials.
OBJECTIVE	4	With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball). Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
THEME		SCIENCE Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		LIFE SCIENCE
STANDARD		Acquire scientific knowledge related to life science.

OBJECTIVE	1	With prompting and support, name and identify the five senses and the corresponding body parts for each. Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
THEME		SCIENCE Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		LIFE SCIENCE
STANDARD		Acquire scientific knowledge related to life science.
OBJECTIVE	2	With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.
OBJECTIVE	a.	Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas. Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
OBJECTIVE	b.	Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal. Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
OBJECTIVE	c.	With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings. Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
THEME		SCIENCE Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		LIFE SCIENCE
STANDARD		Acquire scientific knowledge related to life science.
OBJECTIVE	3	With prompting and support, explore what animals and plants need to live and grow.
OBJECTIVE	a.	With teacher guidance, conduct a structured investigation to determine what plants need to live and grow. Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
THEME		SCIENCE Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		LIFE SCIENCE
STANDARD		Acquire scientific knowledge related to life science.
OBJECTIVE	4	With guidance and support, explore characteristics of living and non-living things.

OBJECTIVE	a.	With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things. <u>Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
OBJECTIVE	b.	With teacher guidance, create a visual representation of the information gained and results of the experiment. <u>Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
OBJECTIVE	c.	With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people. <u>Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
THEME		SCIENCE Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		EARTH AND SPACE SCIENCE
STANDARD		Apply scientific knowledge related to earth science and space.
OBJECTIVE	1	With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy).
OBJECTIVE	a.	With teacher guidance, collect and display daily data about weather and seasonal activity. <u>Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
THEME		SCIENCE Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		EARTH AND SPACE SCIENCE
STANDARD		Apply scientific knowledge related to earth science and space.
OBJECTIVE	2	With prompting and support, identify characteristics of the clouds, sun, moon and stars.
OBJECTIVE	a.	With teacher guidance, create a simple model of common elements of day and night. <u>Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
OBJECTIVE	b.	With teacher guidance, construct a device which would protect from sun and/or rain. <u>Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment

THEME		SCIENCE Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		EARTH AND SPACE SCIENCE
STANDARD		Apply scientific knowledge related to earth science and space.
OBJECTIVE	3	With prompting and support, collect, sort, identify and describe natural objects in the world (e.g., rocks, soil, leaves).
OBJECTIVE	a.	Participate in a teacher led activity to identify and reuse materials. Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth’s environment
OBJECTIVE	b.	With teacher-guidance, create a product from reused or natural materials that will meet a human need (e.g. pencil holder or musical instrument). Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth’s environment
THEME		SCIENCE Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		TECHNOLOGY
STANDARD		Identify and explore a variety of technology tools.
OBJECTIVE	1	Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information. Objectives for Development and Learning • Objective 28 Uses tools and other technology to perform tasks
OBJECTIVE	2	Use technology tools to gather and/or communicate information. Objectives for Development and Learning • Objective 28 Uses tools and other technology to perform tasks
OBJECTIVE	3	With prompting and support, invent and construct simple objects or structures using technology tools. Objectives for Development and Learning • Objective 28 Uses tools and other technology to perform tasks
THEME		PHYSICAL DEVELOPMENT Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		GROSS MOTOR SKILLS
STANDARD		Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities.

OBJECTIVE	1	Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm). <u>Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
OBJECTIVE	2	Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball). <u>Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
THEME		PHYSICAL DEVELOPMENT Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		GROSS MOTOR SKILLS
STANDARD		Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.
OBJECTIVE	3	With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet). <u>Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
OBJECTIVE	4	Use various types of equipment (e.g., playground equipment, tricycles, slides). <u>Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion

OBJECTIVE	5	Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping). Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
THEME		PHYSICAL DEVELOPMENT Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		FINE MOTOR SKILLS
STANDARD		Demonstrate competency in fine motor skills needed to perform a variety of physical activities.
OBJECTIVE	4	With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle). Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
THEME		PHYSICAL DEVELOPMENT Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		FINE MOTOR SKILLS
STANDARD		Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.
OBJECTIVE	5	Demonstrate fine muscle coordination using manipulative materials that vary in size, shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects). Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements

OBJECTIVE	6	Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper). <u>Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
THEME		PHYSICAL DEVELOPMENT Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		FINE MOTOR SKILLS
STANDARD		Participate in fine motor activity for self-expression and/or social interaction.
OBJECTIVE	7	With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play). <u>Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
OBJECTIVE	8	With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays and dramatic play). <u>Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
THEME		PHYSICAL DEVELOPMENT Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		FINE MOTOR SKILLS
STANDARD		Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.
OBJECTIVE	9	With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self and manipulating fasteners). <u>Objectives for Development and Learning</u> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
THEME		PHYSICAL DEVELOPMENT Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		SELF-CARE, HEALTH AND SAFETY SKILLS
STANDARD		Demonstrate an awareness and practice of safety rules.

OBJECTIVE	1	With prompting and support, identify safety rules (e.g., classroom, home, community). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
OBJECTIVE	2	With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
OBJECTIVE	3	With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
THEME		PHYSICAL DEVELOPMENT Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		SELF-CARE, HEALTH AND SAFETY SKILLS
STANDARD		Demonstrate an emerging (developing) use of standard health practices.
OBJECTIVE	4	With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene). <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
OBJECTIVE	5	With prompting and support, participate in a variety of physical activities. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

OBJECTIVE	6	With prompting and support, identify nutritious foods. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
THEME		SOCIAL STUDIES Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		FAMILY AND COMMUNITY
STANDARD		Understand self in relation to the family and the community.
OBJECTIVE	1	Identify self as a member of a family, the learning community and local community. <u>Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
OBJECTIVE	2	With prompting and support, identify similarities and differences in people. <u>Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	3	With prompting and support, describe some family traditions. <u>Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	4	Identify some similarities and differences in family structure, culture, ability, language, age and gender. <u>Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
THEME		SOCIAL STUDIES Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		FAMILY AND COMMUNITY
STANDARD		Understand the concept of individual rights and responsibilities.
OBJECTIVE	5	With prompting and support, demonstrate responsible behavior related to daily routines. <u>Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
THEME		SOCIAL STUDIES Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		FAMILY AND COMMUNITY
STANDARD		Understand the concept of individual rights and responsibilities.
OBJECTIVE	6	With prompting and support, explain some rules in the home and in the classroom.

OBJECTIVE	a.	Identify some rules for different settings. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	b.	Identify appropriate choices to promote positive interactions. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
THEME		SOCIAL STUDIES Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		FAMILY AND COMMUNITY
STANDARD		Understand the concept of individual rights and responsibilities.
OBJECTIVE	7	With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers). Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	8	With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible). Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	9	With prompting and support, describe a simple sequence of familiar events. Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
THEME		SOCIAL STUDIES Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		FAMILY AND COMMUNITY
STANDARD		OUR WORLD
OBJECTIVE	1	Treat classroom materials and the belongings of others with care. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	2	With prompting and support, identify location and some physical features of familiar places in the environment. Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge

OBJECTIVE	3	With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant). Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	4	Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
OBJECTIVE	5	Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water). Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
THEME		SOCIAL STUDIES Standards (FOUR-YEAR-OLD CHILDREN)
SUBJECT		HISTORY AND EVENTS
STANDARD		Understand events that happened in the past.
OBJECTIVE	1	With prompting and support, describe a simple series of familiar events. Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
OBJECTIVE	2	Recognize events that happened in the past. Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge

Ages: Birth to 9 months

THEME		APPROACHES TO LEARNING (Birth to 9 Months)
SUBJECT		EMOTIONAL AND BEHAVIORAL SELF-REGULATION
STANDARD		Child manages feelings, emotions and support of familiar adults.
OBJECTIVE	1	Interacts with familiar adults for calming and comfort, to focus attention and to share joy. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self

THEME		APPROACHES TO LEARNING (Birth to 9 Months)
SUBJECT		EMOTIONAL AND BEHAVIORAL SELF-REGULATION
STANDARD		Child manages actions and behavior with support of familiar adults.
OBJECTIVE	1	<p>Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
THEME		APPROACHES TO LEARNING (Birth to 9 Months)
SUBJECT		COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
STANDARD		Child maintains focus and keeps attention with support.
OBJECTIVE	1	<p>Develops, with support, some ability to filter out distracting sensory stimuli to focus on and attend to important people or objects in the environment with support.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
THEME		APPROACHES TO LEARNING (Birth to 9 Months)
SUBJECT		COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
STANDARD		Child develops the ability to show persistence in actions and behavior.
OBJECTIVE	1	<p>Shows increasing ability to continue interactions with familiar adults or toys for increasing amounts of time.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
THEME		APPROACHES TO LEARNING (Birth to 9 Months)
SUBJECT		COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
STANDARD		Child demonstrates the ability to be flexible in actions and behavior.
OBJECTIVE	1	<p>Shows repetitive patterns in actions or behaviors, but sometimes tries more than one way to solve a problem or interact with someone.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
THEME		APPROACHES TO LEARNING (Birth to 9 Months)
SUBJECT		INITIATIVE AND CURIOSITY
STANDARD		Child demonstrates emerging initiative in interactions, experiences and explorations.

OBJECTIVE	1	<p>Initiates interactions with familiar adults through expressions, actions, sounds or behaviors.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>
THEME		APPROACHES TO LEARNING (Birth to 9 Months)
SUBJECT		INITIATIVE AND CURIOSITY
STANDARD		Child shows interest in and curiosity about objects, materials, or events.
OBJECTIVE	1	<p>Shows excitement when engaged in learning, such as smiling at a familiar adult, laughing after batting at a mobile, kicking or moving arms and legs in an emphatic way or knocking over a toy.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>
THEME		APPROACHES TO LEARNING (Birth to 9 Months)
SUBJECT		CREATIVITY
STANDARD		Child uses creativity to increase understanding and learning.
OBJECTIVE	1	<p>Uses a variety of ways to interact with other people. Changes expressions, actions, or behaviors based on responses of others.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
OBJECTIVE	2	<p>Makes discoveries about self, others and the environment.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
THEME		APPROACHES TO LEARNING (Birth to 9 Months)
SUBJECT		CREATIVITY
STANDARD		Child shows imagination in play and interactions with others.
OBJECTIVE	1	<p>Emerging</p> <p>No Correlations</p>
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)

SUBJECT		RELATIONSHIPS WITH ADULTS
STANDARD		Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.
OBJECTIVE	1	Interacts in predictable ways with familiar adults. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
OBJECTIVE	2	Responds positively to familiar adults' age appropriate efforts to help with stressful moments. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		RELATIONSHIPS WITH ADULTS
STANDARD		Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.
OBJECTIVE	1	Recognizes familiar adults. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
OBJECTIVE	2	May avoid or withdraw from unfamiliar adults. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		RELATIONSHIPS WITH ADULTS
STANDARD		Child learns to use familiar adults as a resource to meet needs.

OBJECTIVE	1	Communicates needs to familiar adults by using a variety of behaviors. <u>Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		RELATIONSHIPS WITH OTHER CHILDREN
STANDARD		Child shows interest in, interacts with and develops personal relationships with other children.
OBJECTIVE	1	Looks at attentively, touches or explores another child's face. <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
OBJECTIVE	2	Show recognition for familiar children through actions or behaviors. <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		RELATIONSHIPS WITH OTHER CHILDREN
STANDARD		Child imitates and engages in play with other children.
OBJECTIVE	1	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. <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		EMOTIONAL FUNCTIONING
STANDARD		Child learns to express a range of emotions.

OBJECTIVE	1	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness through facial expressions or gestures to prompt a response from a familiar adult. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		EMOTIONAL FUNCTIONING
STANDARD		Child recognizes and interprets emotions of others with the support of familiar adults.
OBJECTIVE	1	Attends with interest when others express emotions. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		EMOTIONAL FUNCTIONING
STANDARD		Child expresses care and concern towards others.
OBJECTIVE	1	May imitate another person's distressed emotions/facial expressions. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		EMOTIONAL FUNCTIONING
STANDARD		Child manages emotions with the support of familiar adults.
OBJECTIVE	1	Is comforted by a familiar adult. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		SENSE OF IDENTITY AND BELONGING
STANDARD		Child shows awareness about self and how to connect with others.

OBJECTIVE	1	Learns about self by exploring hands, feet, body and movement. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		SENSE OF IDENTITY AND BELONGING
STANDARD		Child recognizes, appreciates and respects characteristics of self and others.
OBJECTIVE	1	Responds to own name when stated by a familiar adult. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
OBJECTIVE	2	Distinguishes primary caregivers from others. Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		SENSE OF IDENTITY AND BELONGING
STANDARD		Child shows confidence in own abilities through relationships with others.
OBJECTIVE	1	Participates in back-and-forth social interactions through facial expressions, sounds, gestures and responding to the actions of others. Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		SENSE OF IDENTITY AND BELONGING
STANDARD		Child develops a sense of belonging through relationships with others.
OBJECTIVE	1	Shows awareness of familiar routines by behaviors. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)

SUBJECT		ATTENDING AND UNDERSTANDING
STANDARD		Child attends to, understands and responds to communication and language from others.
OBJECTIVE	1	Attends to verbal and non-verbal communication by turning toward or looking at a person. <u>Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
OBJECTIVE	2	Participates in back and forth interactions by exchanging facial expressions and language sounds with familiar adults. <u>Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)
SUBJECT		ATTENDING AND UNDERSTANDING
STANDARD		Child learns from communication and language experiences with others.
OBJECTIVE	1	Pays attention when familiar adults talk or sign language about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects. <u>Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)
SUBJECT		COMMUNICATING AND SPEAKING
STANDARD		Child communicates needs and wants verbally and non-verbally and by using language.
OBJECTIVE	1	Learns how to use different means of communication to signal distress or discomfort, seek help and to communicate interests and needs to others, such as crying, grunting and sucking. <u>Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)

SUBJECT		COMMUNICATING AND SPEAKING
STANDARD		Child uses verbal and non-verbal communication and language to engage others in interaction.
OBJECTIVE	1	<p>Uses facial expressions, including smiling, gestures or sounds, including cooing or babbling, to engage familiar adults in social interaction.</p> <p>Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)
SUBJECT		COMMUNICATING AND SPEAKING
STANDARD		Child uses increasingly complex language in conversation with others.
OBJECTIVE	1	<p>Explores and/or attempts to repeat sounds common in many languages, such as “ma-ma” or “ba-ba.”</p> <p>Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</p>
THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)
SUBJECT		COMMUNICATING AND SPEAKING
STANDARD		Child initiates non-verbal communication and language to learn and gain information.
OBJECTIVE	1	<p>Participates in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.</p> <p>Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)
SUBJECT		VOCABULARY
STANDARD		Child understands an increasing number of words in communication with others.
OBJECTIVE	1	<p>Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.</p> <p>Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.3. Emerging to 8a.4 Identifies familiar people, animals, and objects when prompted</p>

THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)
SUBJECT		VOCABULARY
STANDARD		Child uses an increasing number of words in communications and conversations with others.
OBJECTIVE	1	<p>May use sign language, gestures, or expressions for familiar people or objects.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.3 Emerging to 9a.4 Names familiar, people, animals, and objects</p>
THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child attends to, repeats, and uses some rhymes, phrases, or repetitive refrains from stories or songs.
OBJECTIVE	1	<p>Listens and attends to culturally and linguistically familiar words or sign language in rhymes or songs.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.1 Emerging to 15a.2 Joins in rhyming songs and games</p>
THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child handles books and relates them to their stories or information.
OBJECTIVE	1	<p>Explores a book by touching it, patting it, or putting it in mouth.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child recognizes pictures and some symbols, signs, or words.

OBJECTIVE	1	Looks at pictures of familiar people, animals, or objects while a familiar adult points at and/or names the person, animal, or object. <u>Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child comprehends meaning from pictures and stories.
OBJECTIVE	1	Looks at picture books and listens to a familiar adult talk about pictures in a book. <u>Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
THEME		LANGUAGE AND COMMUNICATION (Birth to 9 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child makes marks and uses them to represent objects or actions.
OBJECTIVE	1	Emerging
THEME		COGNITION (Birth to 9 Months)
SUBJECT		EXPLORATION AND DISCOVERY
STANDARD		Child actively explores people and objects to understand self, others and objects.
OBJECTIVE	1	Uses the senses and a variety of actions to explore people and objects. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
THEME		COGNITION (Birth to 9 Months)
SUBJECT		EXPLORATION AND DISCOVERY
STANDARD		Child uses understanding of causal relationship to act appropriately in social and physical environments.
OBJECTIVE	1	Repeats an action to make things happen or to get a familiar adult to repeat an action. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results

THEME		COGNITION (Birth to 9 Months)
SUBJECT		MEMORY
STANDARD		Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.
OBJECTIVE	1	<p>Recognizes familiar people by their faces or voices.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
OBJECTIVE	2	<p>Recognizes that some people are unfamiliar by their faces and voices.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
THEME		COGNITION (Birth to 9 Months)
SUBJECT		MEMORY
STANDARD		Child recognizes the stability of people and objects in the environment.
OBJECTIVE	1	<p>Shows awareness that familiar adults and objects still exist when they are out of sight or sound range.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
THEME		COGNITION (Birth to 9 Months)
SUBJECT		MEMORY
STANDARD		Child uses memories as a foundation for more complex actions and thoughts.
OBJECTIVE	1	<p>Shows excitement for or about a toy or other object that was played with days earlier.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

OBJECTIVE	2	Anticipates familiar actions or routines. <u>Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
THEME		COGNITION (Birth to 9 Months)
SUBJECT		REASONING AND PROBLEM SOLVING
STANDARD		Child learns to use a variety of strategies in solving problems.
OBJECTIVE	1	Engages in simple repeated actions to reach a goal. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
THEME		COGNITION (Birth to 9 Months)
SUBJECT		REASONING AND PROBLEM SOLVING
STANDARD		Child uses reasoning and planning to solve problems.
OBJECTIVE	1	Uses own actions or movements to solve simple problems. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
THEME		COGNITION (Birth to 9 Months)
SUBJECT		EMERGENT MATHEMATICAL THINKING
STANDARD		Child develops sense of number and quantity.
OBJECTIVE	1	Attends to quantity in play with multiple objects. <u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantify Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more
THEME		COGNITION (Birth to 9 Months)
SUBJECT		EMERGENT MATHEMATICAL THINKING
STANDARD		Child uses spatial awareness to understand objects and their movement in space.

OBJECTIVE	1	Explores or watches objects when they move. Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.1 Emerging to 21a.2 Follows simple directions related to position (in, on, under, up, down)
THEME		COGNITION (Birth to 9 Months)
SUBJECT		EMERGENT MATHEMATICAL THINKING
STANDARD		Child uses matching, and sorting of objects or people to understand similar and different characteristics.
OBJECTIVE	1	Explores differences between familiar or unfamiliar adults or between different types of objects. Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.1 Emerging to 13.2 Matches similar objects
THEME		COGNITION (Birth to 9 Months)
SUBJECT		IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
STANDARD		Child observes and imitates sounds, words, gestures, actions and behaviors.
OBJECTIVE	1	Engages in give-and-take imitation games and play. Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
THEME		COGNITION (Birth to 9 Months)
SUBJECT		IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
STANDARD		Child uses objects or symbols to represent something else.
OBJECTIVE	1	Emerging
THEME		COGNITION (Birth to 9 Months)
SUBJECT		IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
STANDARD		Child uses pretend play to increase understanding of culture, environment and experiences.
OBJECTIVE	1	Emerging
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (Birth to 9 Months)

SUBJECT		PERCEPTION
STANDARD		Child uses perceptual information to understand objects, experiences and interactions.
OBJECTIVE	1	<p>Uses awareness to form a basic understanding of objects when given frequent opportunities to observe, handle, and use objects, including recognizing differences in texture and how things smell and feel.</p> <p><u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		PERCEPTION
STANDARD		Child uses perceptual information in directing own actions, experiences and interactions.
OBJECTIVE	1	<p>Adjusts balance and movement with the changing size and proportion of child’s own body in response to opportunities in the environment.</p> <p><u>Objectives for Development and Learning</u> • Objective 05 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment</p>
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		GROSS MOTOR
STANDARD		Child demonstrates effective and efficient use of large muscle for movement and position.
OBJECTIVE	1	<p>Explores new body positions and movements.</p> <p><u>Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment</p>
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		GROSS MOTOR
STANDARD		Child demonstrates effective and efficient use of large muscles to explore the environment.
OBJECTIVE	1	<p>Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment.</p> <p><u>Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment</p>
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (Birth to 9 Months)

SUBJECT		GROSS MOTOR
STANDARD		Child uses sensory information and body awareness to understand how one's own body relates to the environment.
OBJECTIVE	1	Responds to sounds and sights in the environment by positioning head or body to understand the information in the event. Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		FINE MOTOR
STANDARD		Child coordinates hand and eye movements to perform actions.
OBJECTIVE	1	Coordinates hands and eyes when reaching for and holding steady or moving objects. Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		FINE MOTOR
STANDARD		Child uses hands for exploration, play and daily routines.
OBJECTIVE	1	Uses single actions to explore shape, size, texture and weight of objects. Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		FINE MOTOR
STANDARD		Child adjusts reach and grasp to use tools.
OBJECTIVE	1	Uses increasingly developed grasps and matches the grasp to the task, such as using the whole hand to bang objects together. Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		HEALTH, SAFETY AND NUTRITION

STANDARD		Child demonstrates healthy behaviors with increasing independence as part of everyday routines.
OBJECTIVE	1	Emerging No Correlations
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		HEALTH, SAFETY AND NUTRITION
STANDARD		Child uses safe behaviors with support from familiar adults.
OBJECTIVE	1	Emerging No Correlations
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (Birth to 9 Months)
SUBJECT		HEALTH, SAFETY AND NUTRITION
STANDARD		Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious (healthy) food choices.
OBJECTIVE	1	Emerging No Correlations

Ages: 8 to 18 months

THEME		APPROACHES TO LEARNING (8 Months to 18 Months)
SUBJECT		EMOTIONAL AND BEHAVIORAL SELF-REGULATION
STANDARD		Child manages feelings, emotions and support of familiar adults.
OBJECTIVE	1	Seeks to be close to familiar adults for help with strong emotions by physical or eye contact. Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
THEME		APPROACHES TO LEARNING (8 Months to 18 Months)
SUBJECT		EMOTIONAL AND BEHAVIORAL SELF-REGULATION
STANDARD		Child manages actions and behavior with support of familiar adults.

OBJECTIVE	1	Looks to familiar adults for assistance and guidance with actions and behavior. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
OBJECTIVE	2	May try to calm self by sucking on fingers or thumb when overly excited or distressed. Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
THEME		APPROACHES TO LEARNING (8 Months to 18 Months)
SUBJECT		COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
STANDARD		Child maintains focus and keeps attention with support.
OBJECTIVE	1	Shows increasing ability to attend to people. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
OBJECTIVE	2	Shows increasing ability to attend to objects and activities. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
OBJECTIVE	3	Shows increasing ability to extend or complete an activity. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
OBJECTIVE	4	Shows increasing ability to attend to or join others in a common or shared focus. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
THEME		APPROACHES TO LEARNING (8 Months to 18 Months)
SUBJECT		COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
STANDARD		Child develops the ability to show persistence in actions and behavior.

OBJECTIVE	1	Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
THEME		APPROACHES TO LEARNING (8 Months to 18 Months)
SUBJECT		COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
STANDARD		Child demonstrates the ability to be flexible in actions and behavior.
OBJECTIVE	1	Shows ability to shift focus to attend to something else, participate in a new activity, or try a new approach to solving a problem. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
THEME		APPROACHES TO LEARNING (8 Months to 18 Months)
SUBJECT		INITIATIVE AND CURIOSITY
STANDARD		Child demonstrates emerging initiative in interactions, experiences and explorations.
OBJECTIVE	1	Points to desired people, objects or places and initiates actions, such as looking for a favorite toy or bringing a book to a familiar adult to read. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
OBJECTIVE	2	Actively resists actions or items not wanted. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
THEME		APPROACHES TO LEARNING (8 Months to 18 Months)
SUBJECT		INITIATIVE AND CURIOSITY
STANDARD		Child shows interest in and curiosity about objects, materials, or events.
OBJECTIVE	1	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. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

OBJECTIVE	2	Actively resists actions or items not wanted. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
THEME		APPROACHES TO LEARNING (8 Months to 18 Months)
SUBJECT		CREATIVITY
STANDARD		Child uses creativity to increase understanding and learning.
OBJECTIVE	1	Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
OBJECTIVE	2	Uses objects in new ways. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
THEME		APPROACHES TO LEARNING (8 Months to 18 Months)
SUBJECT		CREATIVITY
STANDARD		Child shows imagination in play and interactions with others.
OBJECTIVE	1	Uses sounds, gestures, signs, or words playfully through songs, fingerplays, or games. <u>Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		RELATIONSHIPS WITH ADULTS
STANDARD		Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.
OBJECTIVE	1	Seeks familiar adults for emotional support and encouragement. <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

OBJECTIVE	2	<p>Reacts or may become distressed when separated from familiar adults.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		RELATIONSHIPS WITH ADULTS
STANDARD		Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.
OBJECTIVE	1	<p>Makes eye contact, moves, or stays close to familiar adults for emotional comfort when an unfamiliar adult approaches.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		RELATIONSHIPS WITH ADULTS
STANDARD		Child learns to use familiar adults as a resource to meet needs.
OBJECTIVE	1	<p>Looks to or seeks help from familiar adults.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		RELATIONSHIPS WITH OTHER CHILDREN
STANDARD		Child shows interest in, interacts with and develops personal relationships with other children.
OBJECTIVE	1	<p>Participates in simple back- and-forth interactions with another child.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
OBJECTIVE	2	<p>Interacts with a few children or a regular basis.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>

THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		RELATIONSHIPS WITH OTHER CHILDREN
STANDARD		Child imitates and engages in play with other children.
OBJECTIVE	1	Participates in simple imitation games, such as making similar sounds or running after another child. <u>Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
OBJECTIVE	2	Plays next to other children with similar toys or materials. <u>Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		EMOTIONAL FUNCTIONING
STANDARD		Child learns to express a range of emotions.
OBJECTIVE	1	Expresses a variety of emotions and modifies their expressions according to the reactions of familiar adults, based on the child’s cultural (family) background. <u>Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others’ emotional expressions
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		EMOTIONAL FUNCTIONING
STANDARD		Child recognizes and interprets emotions of others with the support of familiar adults.
OBJECTIVE	1	Responds to others’ emotional expressions, often by sharing an emotional reaction such as smiling, verbalizing or pouting. <u>Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others’ emotional expressions
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		EMOTIONAL FUNCTIONING
STANDARD		Child expresses care and concern towards others.

OBJECTIVE	1	Notices when another child is crying or upset. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
OBJECTIVE	2	May seek adult's help or offer something to help another child, such as blanket or toy. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		EMOTIONAL FUNCTIONING
STANDARD		Child manages emotions with the support of familiar adults.
OBJECTIVE	1	Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors. Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		SENSE OF IDENTITY AND BELONGING
STANDARD		Child shows awareness about self and how to connect with others.
OBJECTIVE	1	Experiments with use of hands and body, discovering how movement and gestures can be used to relate to others. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		SENSE OF IDENTITY AND BELONGING
STANDARD		Child recognizes, appreciates and respects characteristics of self and others.
OBJECTIVE	1	Develops self-awareness (recognizing self as separate individual from caregiver). Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		SENSE OF IDENTITY AND BELONGING
STANDARD		Child shows confidence in own abilities through relationships with others.
OBJECTIVE	1	Expresses desires and preferences. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
OBJECTIVE	2	Seeks to draw a familiar adult's attention to objects of interest or new physical skills and attends to familiar adult's responses. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		SENSE OF IDENTITY AND BELONGING
STANDARD		Child develops a sense of belonging through relationships with others.
OBJECTIVE	1	Anticipates familiar routines or activities. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		ATTENDING AND UNDERSTANDING
STANDARD		Child attends to, understands and responds to communication and language from others.
OBJECTIVE	1	Shows understanding of the meaning of verbal and non-verbal communication of familiar caregivers and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to. <u>Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		ATTENDING AND UNDERSTANDING

STANDARD		Child learns from communication and language experiences with others.
OBJECTIVE	1	Participates in joint attention with a familiar adult by looking back and forth between the adult and object. <u>Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
OBJECTIVE	2	Points or gestures when a familiar adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects. <u>Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		COMMUNICATING AND SPEAKING
STANDARD		Child communicates needs and wants verbally and non-verbally and by using language.
OBJECTIVE	1	Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “more” when eating. <u>Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		COMMUNICATING AND SPEAKING
STANDARD		Child uses verbal and non-verbal communication and language to engage others in interaction.
OBJECTIVE	1	Repeats actions or single words to initiate or maintain social interactions with other children or familiar adults, such as clapping hands or calling a name to get a familiar adult’s attention. <u>Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		COMMUNICATING AND SPEAKING
STANDARD		Child uses increasingly complex language in conversation with others.

OBJECTIVE	1	<p>Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or sign language.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
OBJECTIVE	2	<p>Communicates mainly about objects, actions and events happening in the here and now.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		COMMUNICATING AND SPEAKING
STANDARD		Child initiates non-verbal communication and language to learn and gain information.
OBJECTIVE	1	<p>Asks simple questions using gestures, such as pointing, sign language or words with variations in the rise and fall of the voice.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>
THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		VOCABULARY
STANDARD		Child understands an increasing number of words in communication with others.
OBJECTIVE	1	<p>Looks or points at a person or object that has been named, follows simple directions and responds appropriately to the meaning of words or sign language.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 08 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>
THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		VOCABULARY
STANDARD		Child uses an increasing number of words in communications and conversations with others.

OBJECTIVE	1	<p>Imitates new words or sign language and uses some words or sign language for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child attends to, repeats, and uses some rhymes, phrases, or repetitive refrains from stories or songs.
OBJECTIVE	1	<p>Says or signs a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time</p>
THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child handles books and relates them to their stories or information.
OBJECTIVE	1	<p>Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child recognizes pictures and some symbols, signs, or words.
OBJECTIVE	1	<p>Points at, uses sign language or gestures, says name of, and/or talks about animals, people, or objects in photos, pictures, or drawings.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</p>

THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child comprehends meaning from pictures and stories.
OBJECTIVE	1	Points at pictures in a book, making sounds or saying words and interacting with a familiar adult reading a book. <u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time
THEME		LANGUAGE AND COMMUNICATION (8 Months to 18 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child makes marks and uses them to represent objects or actions.
OBJECTIVE	1	Makes marks on paper with a large crayon or marker to explore writing materials. <u>Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
THEME		COGNITION (8 Months to 18 Months)
SUBJECT		EXPLORATION AND DISCOVERY
STANDARD		Child actively explores people and objects to understand self, others and objects.
OBJECTIVE	1	Acts intentionally to achieve a goal or when manipulating an object. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
THEME		COGNITION (8 Months to 18 Months)
SUBJECT		EXPLORATION AND DISCOVERY
STANDARD		Child uses understanding of causal relationship to act appropriately in social and physical environments.
OBJECTIVE	1	Engages in purposeful actions to cause things to happen. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
THEME		COGNITION (8 Months to 18 Months)
SUBJECT		MEMORY

STANDARD		Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.
OBJECTIVE	1	Remembers actions of familiar adults, the usual location of familiar objects and parts of familiar routines. <u>Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
OBJECTIVE	2	Notices and responds to new people, objects, or materials in the environment. <u>Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
THEME		COGNITION (8 Months to 18 Months)
SUBJECT		MEMORY
STANDARD		Child recognizes the stability of people and objects in the environment.
OBJECTIVE	1	Searches for hidden/missing familiar adults or objects in the place they were last seen or found. <u>Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
THEME		COGNITION (8 Months to 18 Months)
SUBJECT		MEMORY
STANDARD		Child uses memories as a foundation for more complex actions and thoughts.
OBJECTIVE	1	Remembers how to use objects or materials from previous experience. <u>Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
OBJECTIVE	2	Anticipates routines or events by taking action. <u>Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events

THEME		COGNITION (8 Months to 18 Months)
SUBJECT		REASONING AND PROBLEM SOLVING
STANDARD		Child learns to use a variety of strategies in solving problems.
OBJECTIVE	1	<p>Explores how to make something happen again or explores how something works by doing actions repeatedly.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
THEME		COGNITION (8 Months to 18 Months)
SUBJECT		REASONING AND PROBLEM SOLVING
STANDARD		Child uses reasoning and planning to solve problems.
OBJECTIVE	1	<p>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> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.3 Emerging to 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
THEME		COGNITION (8 Months to 18 Months)
SUBJECT		EMERGENT MATHEMATICAL THINKING
STANDARD		Child develops sense of number and quantity.
OBJECTIVE	1	<p>Uses a few basic number words or signs to refer to change in the number of objects.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
THEME		COGNITION (8 Months to 18 Months)
SUBJECT		EMERGENT MATHEMATICAL THINKING
STANDARD		Child uses spatial awareness to understand objects and their movement in space.
OBJECTIVE	1	<p>Explores how objects fit together, how they fit with other objects and how they move through space.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
THEME		COGNITION (8 Months to 18 Months)
SUBJECT		EMERGENT MATHEMATICAL THINKING

STANDARD		Child uses matching, and sorting of objects or people to understand similar and different characteristics.
OBJECTIVE	1	Matches objects by similar or related characteristics. Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
THEME		COGNITION (8 Months to 18 Months)
SUBJECT		IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
STANDARD		Child observes and imitates sounds, words, gestures, actions and behaviors.
OBJECTIVE	1	Imitates what other people did earlier. Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
THEME		COGNITION (8 Months to 18 Months)
SUBJECT		IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
STANDARD		Child uses objects or symbols to represent something else.
OBJECTIVE	1	Uses toy objects in the same ways as the real objects they represent are used. Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
THEME		COGNITION (8 Months to 18 Months)
SUBJECT		IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
STANDARD		Child uses pretend play to increase understanding of culture, environment and experiences.
OBJECTIVE	1	Imitates everyday actions of others. Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		PERCEPTION
STANDARD		Child uses perceptual information to understand objects, experiences and interactions.

OBJECTIVE	1	<p>Uses awareness of objects in matching and connecting their use through play and interaction with a familiar adult, such as using a play bottle to feed a baby doll.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		PERCEPTION
STANDARD		Child uses perceptual information in directing own actions, experiences and interactions.
OBJECTIVE	1	<p>Uses distance, scans for obstacles, and plans how to move based on that information while learning to crawl, walk, or move in another way.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		GROSS MOTOR
STANDARD		Child demonstrates effective and efficient use of large muscle for movement and position.
OBJECTIVE	1	<p>Moves from crawling, to cruising, to walking, and new muscle coordination for each new skill learned, such as how to manage changing ground surfaces.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		GROSS MOTOR
STANDARD		Child demonstrates effective and efficient use of large muscles to explore the environment.
OBJECTIVE	1	<p>Uses body to position, balance, and especially to move, explore and examine materials, activities and spaces.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		GROSS MOTOR

STANDARD		Child uses sensory information and body awareness to understand how one's own body relates to the environment.
OBJECTIVE	1	Shows awareness as skilled crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs. Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		FINE MOTOR
STANDARD		Child coordinates hand and eye movements to perform actions.
OBJECTIVE	1	Uses hand-eye coordination for more difficult actions. Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		FINE MOTOR
STANDARD		Child uses hands for exploration, play and daily routines.
OBJECTIVE	1	Explores features of objects and materials by using various hand actions, such as turning pages in a board book, turning the knobs on objects, or pointing to learn an object's name. Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		FINE MOTOR
STANDARD		Child adjusts reach and grasp to use tools.
OBJECTIVE	1	Extends reach by using simple tools. Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		HEALTH, SAFETY AND NUTRITION

STANDARD		Child demonstrates healthy behaviors with increasing independence as part of everyday routines.
OBJECTIVE	1	Expects and cooperates in daily self-care routines. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		HEALTH, SAFETY AND NUTRITION
STANDARD		Child uses safe behaviors with support from familiar adults.
OBJECTIVE	1	Emerging No Correlations
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (8 Months to 18 Months)
SUBJECT		HEALTH, SAFETY AND NUTRITION
STANDARD		Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious (healthy) food choices.
OBJECTIVE	1	Shows interest in new foods that are offered. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

Ages: 16 to 36 months

THEME		APPROACHES TO LEARNING (16 Months to 36 Months)
SUBJECT		EMOTIONAL AND BEHAVIORAL SELF-REGULATION
STANDARD		Child manages feelings, emotions and support of familiar adults.
OBJECTIVE	1	Uses various strategies to help manage strong emotions, such as removing self from the situation, covering eyes or ears, or seeking support from a familiar adult. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person

THEME		APPROACHES TO LEARNING (16 Months to 36 Months)
SUBJECT		EMOTIONAL AND BEHAVIORAL SELF-REGULATION
STANDARD		Child manages actions and behavior with support of familiar adults.
OBJECTIVE	1	<p>Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
THEME		APPROACHES TO LEARNING (16 Months to 36 Months)
SUBJECT		COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
STANDARD		Child maintains focus and keeps attention with support.
OBJECTIVE	1	<p>Participates in activities and experiences with people, objects, or materials that require attention and common or shared focus.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
THEME		APPROACHES TO LEARNING (16 Months to 36 Months)
SUBJECT		COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
STANDARD		Child develops the ability to show persistence in actions and behavior.
OBJECTIVE	1	<p>Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
THEME		APPROACHES TO LEARNING (16 Months to 36 Months)
SUBJECT		COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
STANDARD		Child demonstrates the ability to be flexible in actions and behavior.
OBJECTIVE	1	<p>Modifies actions or behaviors in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.4 Accepts redirection from adults</p>
THEME		APPROACHES TO LEARNING (16 Months to 36 Months)

SUBJECT		INITIATIVE AND CURIOSITY
STANDARD		Child demonstrates emerging initiative in interactions, experiences and explorations.
OBJECTIVE	1	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. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
THEME		APPROACHES TO LEARNING (16 Months to 36 Months)
SUBJECT		INITIATIVE AND CURIOSITY
STANDARD		Child shows interest in and curiosity about objects, materials, or events.
OBJECTIVE	1	Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pine cones in the fall. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
THEME		APPROACHES TO LEARNING (16 Months to 36 Months)
SUBJECT		CREATIVITY
STANDARD		Child uses creativity to increase understanding and learning.
OBJECTIVE	1	Combines objects or materials in new and unexpected ways. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
OBJECTIVE	2	Shows interest in and curiosity about the world around them such as exploring new areas of a room. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen

OBJECTIVE	3	Seeks out new information and explores new play and tasks both independently and with adult support. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
OBJECTIVE	4	Shows delight in creating something new. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
THEME		APPROACHES TO LEARNING (16 Months to 36 Months)
SUBJECT		CREATIVITY
STANDARD		Child shows imagination in play and interactions with others.
OBJECTIVE	1	Uses imagination to explore possible uses of objects and materials. Engages in make-believe play with other children. <u>Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		RELATIONSHIPS WITH ADULTS
STANDARD		Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.
OBJECTIVE	1	Engages in positive interactions in a wide variety of situations with familiar adults. <u>Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
OBJECTIVE	2	Seeks familiar adults for comfort when distressed or tired. <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)

SUBJECT		RELATIONSHIPS WITH ADULTS
STANDARD		Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.
OBJECTIVE	1	Often watches from a distance or waits for reassurance from a familiar adult before approaching someone new. <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
OBJECTIVE	2	May engage in positive interactions when meeting new people, such as sharing a book with a visitor. <u>Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		RELATIONSHIPS WITH ADULTS
STANDARD		Child learns to use familiar adults as a resource to meet needs.
OBJECTIVE	1	Asks a familiar adult for help or assistance when encountering difficult tasks or situations. <u>Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		RELATIONSHIPS WITH OTHER CHILDREN
STANDARD		Child shows interest in, interacts with and develops personal relationships with other children.
OBJECTIVE	1	Seeks out other children for social interactions including initiating contact and responding to others. <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups

OBJECTIVE	2	Develops friendships and engages in more elaborate play with friends. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		RELATIONSHIPS WITH OTHER CHILDREN
STANDARD		Child imitates and engages in play with other children.
OBJECTIVE	1	Joins in play with other children by sometimes taking turns or participating in joint activities with a common goal, such as building block structures with others or pretending to eat together. Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		EMOTIONAL FUNCTIONING
STANDARD		Child learns to express a range of emotions.
OBJECTIVE	1	Expresses a wide range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		EMOTIONAL FUNCTIONING
STANDARD		Child recognizes and interprets emotions of others with the support of familiar adults.
OBJECTIVE	1	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		EMOTIONAL FUNCTIONING
STANDARD		Child expresses care and concern towards others.

OBJECTIVE	1	Expresses empathy toward other children or familiar adults who have been hurt or are crying by showing concerned attention. <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
OBJECTIVE	2	May try to comfort them with words or actions. <u>Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		EMOTIONAL FUNCTIONING
STANDARD		Child manages emotions with the support of familiar adults.
OBJECTIVE	1	Shows developing ability to cope with stress or strong emotions by using familiar strategies. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		SENSE OF IDENTITY AND BELONGING
STANDARD		Child shows awareness about self and how to connect with others.
OBJECTIVE	1	Shows awareness of own thoughts, feelings and preferences as well as those of others. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
OBJECTIVE	2	Uses different forms of communication to refer to self and others. No Correlations
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		SENSE OF IDENTITY AND BELONGING
STANDARD		Child recognizes, appreciates and respects characteristics of self and others.

OBJECTIVE	1	Identifies obvious physical similarities, differences and compares characteristics between self and others. Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		SENSE OF IDENTITY AND BELONGING
STANDARD		Child shows confidence in own abilities through relationships with others.
OBJECTIVE	1	Contributes own ideas, skills and abilities to activities and experiences with adults and other children. Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
OBJECTIVE	2	May call attention to new skills and abilities or seek to do things by self. Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
THEME		SOCIAL AND EMOTIONAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		SENSE OF IDENTITY AND BELONGING
STANDARD		Child develops a sense of belonging through relationships with others.
OBJECTIVE	1	Refers to personal or family experiences and events that have happened in the recent past. Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		ATTENDING AND UNDERSTANDING
STANDARD		Child attends to, understands and responds to communication and language from others.
OBJECTIVE	1	Shows recognition of words, phrases and simple sentences. Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted

OBJECTIVE	2	Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior and/or spoken words. Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		ATTENDING AND UNDERSTANDING
STANDARD		Child learns from communication and language experiences with others.
OBJECTIVE	1	Participates in longer periods of joint attention with familiar adults (16-24 months up to 5 minutes; 24-36 months up to 10 minutes). Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
OBJECTIVE	2	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. Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		COMMUNICATING AND SPEAKING
STANDARD		Child communicates needs and wants verbally and non-verbally and by using language.
OBJECTIVE	1	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." Note: Children identified as Dual Language Learners (DLL) may combine their two languages or switch between them to communicate. Objectives for Development and Learning • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		COMMUNICATING AND SPEAKING

STANDARD		Child uses verbal and non-verbal communication and language to engage others in interaction.
OBJECTIVE	1	<p>Uses words, sign language, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.4 Initiates and attends to brief conversations</p>
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		COMMUNICATING AND SPEAKING
STANDARD		Child uses increasingly complex language in conversation with others.
OBJECTIVE	1	<p>Participates in conversations with others using spoken or sign language that includes simple sentences, questions and responses.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.4 Initiates and attends to brief conversations</p>
OBJECTIVE	2	<p>Sometimes describes experiences that have happened in the past or are about to happen. Note: Children who are Dual Language Learners (DLL) develop the ability to participate in conversations.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.2 Makes simple statements about recent events and familiar people and objects that are not present</p>
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		COMMUNICATING AND SPEAKING
STANDARD		Child initiates non-verbal communication and language to learn and gain information.
OBJECTIVE	1	<p>Seeks information and meaning of words by asking questions in words or sign language, such as “What’s that?” or “Who’s that?” or “Why?”</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		VOCABULARY

STANDARD		Child understands an increasing number of words in communication with others.
OBJECTIVE	1	<p>Comprehends an increasing number of words or sign language in simple sentences during conversations and interactions with familiar adults and children.</p> <p><u>Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		VOCABULARY
STANDARD		Child uses an increasing number of words in communications and conversations with others.
OBJECTIVE	1	<p>Uses an increasing number of words in communications and conversations with others and adds new vocabulary words regularly. Note: Children who are Dual Language Learners (DLL) may have a combined vocabulary in both languages that is similar in breadth to other children’s vocabulary in one language.</p> <p><u>Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child attends to, repeats, and uses some rhymes, phrases, or repetitive refrains from stories or songs.
OBJECTIVE	1	<p>Says, signs or repeats culturally and linguistically familiar rhymes, phrases, or repetitive refrains from songs or stories that are similar in nature to another children’s vocabulary in one language.</p> <p><u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games</p>
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child handles books and relates them to their stories or information.

OBJECTIVE	1	Pretends to read books by turning pages and talking about them, using signs, gestures or words to describe what is happening in the book. <u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.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
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child recognizes pictures and some symbols, signs, or words.
OBJECTIVE	1	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. Note: Recognizes and uses written forms of languages used. <u>Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child comprehends meaning from pictures and stories.
OBJECTIVE	1	Talks about books, acts out events from stories and uses some vocabulary encountered during a book reading. <u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
THEME		LANGUAGE AND COMMUNICATION (16 Months to 36 Months)
SUBJECT		EMERGENT LITERACY
STANDARD		Child makes marks and uses them to represent objects or actions.
OBJECTIVE	1	Makes scribbles on paper to represent an object or action even though a familiar adult might not recognize what it is. <u>Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		EXPLORATION AND DISCOVERY

STANDARD		Child actively explores people and objects to understand self, others and objects.
OBJECTIVE	1	Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		EXPLORATION AND DISCOVERY
STANDARD		Child uses understanding of causal relationship to act appropriately in social and physical environments.
OBJECTIVE	1	Identifies the cause of an observed outcome. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
OBJECTIVE	2	Predicts outcomes of actions or events, such as turning on the faucet will make water come out. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		MEMORY
STANDARD		Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.
OBJECTIVE	1	Anticipates and communicates about multiple steps of familiar routines, activities, or events. <u>Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

OBJECTIVE	2	Shows surprise or asks about unexpected outcomes or unusual people, actions, or events. Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		MEMORY
STANDARD		Child recognizes the stability of people and objects in the environment.
OBJECTIVE	1	Uses a variety of search strategies to find hidden familiar adults or objects. Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		MEMORY
STANDARD		Child uses memories as a foundation for more complex actions and thoughts.
OBJECTIVE	1	Tells others about memories and past experiences. Objectives for Development and Learning • Objective 09 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
OBJECTIVE	2	Remembers how to do a series of actions that were observed at an earlier time. Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		REASONING AND PROBLEM SOLVING
STANDARD		Child learns to use a variety of strategies in solving problems.

OBJECTIVE	1	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. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		REASONING AND PROBLEM SOLVING
STANDARD		Child uses reasoning and planning to solve problems.
OBJECTIVE	1	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		EMERGENT MATHEMATICAL THINKING
STANDARD		Child develops sense of number and quantity.
OBJECTIVE	1	Uses language to refer to quantity. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantify Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		EMERGENT MATHEMATICAL THINKING
STANDARD		Child uses spatial awareness to understand objects and their movement in space.
OBJECTIVE	1	Predicts or anticipates how objects move through space or fit together or inside other things. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		EMERGENT MATHEMATICAL THINKING

STANDARD		Child uses matching, and sorting of objects or people to understand similar and different characteristics.
OBJECTIVE	1	Sorts objects into two groups based on a single characteristic. <u>Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
STANDARD		Child observes and imitates sounds, words, gestures, actions and behaviors.
OBJECTIVE	1	Imitates more complex actions, words, or signs at a later time to communicate, make, or do something. <u>Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
STANDARD		Child uses objects or symbols to represent something else.
OBJECTIVE	1	Uses objects as symbols to represent other objects during pretend play. <u>Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
THEME		COGNITION (16 Months to 36 Months)
SUBJECT		IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
STANDARD		Child uses pretend play to increase understanding of culture, environment and experiences.
OBJECTIVE	1	Acts out routines, stories, or social roles using toys and other materials as props. <u>Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		PERCEPTION
STANDARD		Child uses perceptual information to understand objects, experiences and interactions.
OBJECTIVE	1	<p>Observes others making things happen to understand the cause and effect relationship, such as a familiar adult preparing to go outside and then going to get a jacket or umbrella.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		PERCEPTION
STANDARD		Child uses perceptual information in directing own actions, experiences and interactions.
OBJECTIVE	1	<p>Uses 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>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		GROSS MOTOR
STANDARD		Child demonstrates effective and efficient use of large muscle for movement and position.
OBJECTIVE	1	<p>Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		GROSS MOTOR
STANDARD		Child demonstrates effective and efficient use of large muscles to explore the environment.

OBJECTIVE	1	Uses variety of movements, body positions, and postures to participate in active and quiet, indoor and outdoor play. Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		GROSS MOTOR
STANDARD		Child uses sensory information and body awareness to understand how one's own body relates to the environment.
OBJECTIVE	1	Begins to learn about different body sizes and space, such as being aware of what size opening is needed for one's body to move through. Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		FINE MOTOR
STANDARD		Child coordinates hand and eye movements to perform actions.
OBJECTIVE	1	Uses hand-eye coordination when participating in routines, play and activities. Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		FINE MOTOR
STANDARD		Child uses hands for exploration, play and daily routines.
OBJECTIVE	1	Plans ways to use hands for various activities, such as stacking, building, connecting and self-care skills or routines. Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		FINE MOTOR
STANDARD		Child adjusts reach and grasp to use tools.

OBJECTIVE	1	Adjusts grasp to use different tools for different purposes. Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		HEALTH, SAFETY AND NUTRITION
STANDARD		Child demonstrates healthy behaviors with increasing independence as part of everyday routines.
OBJECTIVE	1	Participates in healthy self-care routines with more independence. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		HEALTH, SAFETY AND NUTRITION
STANDARD		Child uses safe behaviors with support from familiar adults.
OBJECTIVE	1	Accepts familiar adult guidance, support and protection when in unsafe situations. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
OBJECTIVE	2	Learns some differences between safe and unsafe play behaviors, such as classroom rules. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
THEME		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (16 Months to 36 Months)
SUBJECT		HEALTH, SAFETY AND NUTRITION
STANDARD		Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious (healthy) food choices.

OBJECTIVE	1	<p>Shows willingness to try new, healthy foods when offered on many occasions.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
OBJECTIVE	2	<p>Begins to make healthy choices about which foods to eat when offered several choices, with support from a familiar adult.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>

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