



Alignment of



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



WITH

**Alignment of the Florida Early Learning and Developmental Standards for Birth-5
With
Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten**

This document aligns the standards in *Florida Early Learning and Developmental Standards (2010)* and the standards and benchmarks in *Florida Early Learning and Developmental Standards for Four-Year-Olds* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

References

Florida Department of Education Office of Early Learning & Florida's Office of Early Learning. (2011). *Florida early learning and developmental standards for four-year-olds*. Tallahassee, FL: Author. Retrieved June 12, 2012, from <http://www.fldoe.org/earlylearning/pdf/feldsfyo.pdf>

Florida's Office of Early Learning . (2010). *Florida early learning and developmental standards 2010*. FL: Author. Retrieved June 12, 2012, from <http://www.flbt5.com/>

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<i>Florida Early Learning and Developmental Standards and Benchmarks</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Physical Development	
Birth to 8 Months	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	4. Demonstrates traveling skills 1 emerging to 2. Moves to explore immediate environment
2. Demonstrates beginning signs of balance, control, and coordination	5. Demonstrates balancing skills 1 emerging to 2. Balances while exploring immediate environment
B. Fine Motor Development	
1. Demonstrates visual abilities that support healthy growth and Development	11. Demonstrates positive approaches to learning 11a. Attends and engages 1 emerging to 2. Pays attention to sights and sounds
2. Demonstrates beginning signs of strength, control, and eye-hand coordination	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 1 emerging to 2. Reaches for, touches, and holds objects purposefully
C. Self-Help	
1. Demonstrates beginning participation in self-care	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs
2. Participates in basic health and safety routines	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs
D. Health	
1. Shows characteristics of good nutritional health	29. Demonstrates knowledge about self
2. Exhibits auditory abilities that support healthy growth and development	8. Listens to and understands increasingly complex language 8a. Comprehends language 1 emerging to 2. Shows interest in the speech of others

3. Shows characteristics of good oral health	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs
4. Shows basic physical needs are met	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs
8 to 18 Months	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	4. Demonstrates traveling skills 2. Moves to explore immediate environment
2. Demonstrates increased balance, control, and coordination	4. Demonstrates traveling skills 3 emerging to 4. Experiments with different ways of moving
B. Fine Motor Development	
1. Demonstrates visual abilities that support healthy growth and development	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 3 emerging to 4. Uses fingers and whole-arm movements to manipulate and explore objects
2. Demonstrates increased strength, control, and eye-hand coordination	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 3 emerging to 4. Uses fingers and whole-arm movements to manipulate and explore objects
C. Self-Help	
1. Demonstrates increased participation in self-care	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
2. Participates in basic health and safety routines	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self

D. Health	
1. Shows characteristics of good nutritional health	29. Demonstrates knowledge about self
2. Exhibits auditory abilities to support healthy growth and development	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows interest in the speech of others 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
3. Shows characteristics of good oral health	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
4. Shows basic physical needs are met	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
18 to 24 Months	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	4. Demonstrates traveling skills 4. Experiments with different ways of moving
2. Demonstrates improved signs of balance, control and coordination	4. Demonstrates traveling skills 4. Experiments with different ways of moving 5. Demonstrates balancing skills 4. Experiments with different ways of balancing
B. Fine Motor Development	
1. Demonstrates visual abilities to support healthy growth and development	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
2. Demonstrates improved strength, control, and eye-hand coordination	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects

C. Self-Help	
1. Demonstrates participation in self-care	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
2. Participates in basic health and safety routines	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
D. Health	
1. Shows characteristics of good nutritional health	29. Demonstrates knowledge about self
2. Exhibits auditory abilities to support healthy growth and development	8. Listens to and understands increasingly complex language 8a. Comprehends language 3 emerging to 4. Identifies familiar people, animals, and objects when prompted 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
3. Shows characteristics of good oral health	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
4. Shows basic physical needs are met	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
2-Year-Olds	
A. Gross Motor Development	
1. Shows characteristics of appropriate health and development	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs

2. Demonstrates advancing balance, control, and coordination	<p>4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 5 emerging to 6. Sustains balance during simple movement experiences</p>
B. Fine Motor Development	
1. Develops visual abilities to support healthy growth and development	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements
2. Demonstrates advancing strength, control, and eye-hand coordination	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements</p> <p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 3 emerging to 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
C. Self-Help	
1. Demonstrates advancing participation in self-care	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
2. Participates in basic health and safety routines	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs

D. Health	
1. Exhibits auditory abilities to support healthy growth and development	<p>8. Listens to and understands increasingly complex language 8b. Follow directions 3 emerging to 4. Follow simple requests not accompanied by gestures</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people</p>
2. Shows characteristics of good oral health	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs</p>
3. Shows basic physical needs are met	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs</p>
3-Year-Olds	
A. Gross Motor Development	
1. Show characteristics of appropriate health and development	<p>4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control</p>
2. Demonstrates increasing control of large muscles	<p>4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 5 emerging to 6. Manipulates balls or similar objects with flexible body movements</p>

<p>3. Demonstrates increasing coordination of large muscles</p>	<p>4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 5 emerging to 6. Manipulates balls or similar objects with flexible body movements</p>
<p>B. Fine Motor Development</p>	
<p>1. Demonstrates increasing control of small muscles</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements</p> <p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
<p>2. Shows improving eye-hand coordination</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements</p> <p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>

3. Uses various drawing and art tools with developing coordination	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements</p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
C. Self-Help	
1. Actively participates in self-care	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
2. Actively takes part in basic health and safety routines	<p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations 4. Accepts redirection from adults</p>
D. Health	
1. Exhibits auditory abilities to support healthy growth and development	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly 5 emerging to 6. Is understood by most people; may mispronounce new, long, or unusual words</p>
2. Shows characteristics of good oral health	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
3. Shows physical needs are met	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>

4-Year-Olds	
A. Health and Wellness	
1. Shows characteristics of good health to facilitate learning	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 7 emerging to 8. Sustains balance during complex movement experiences
2. Shows visual abilities to facilitate learning and healthy growth and development	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
3. Demonstrates auditory ability to facilitate learning and healthy growth and development	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items 9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
4. Demonstrates characteristics of good oral health and performs oral hygiene routines	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self
5. Shows familiarity with health care providers in relation to health and wellness	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live

6. Demonstrates self-control, interpersonal and social skills in relation to mental health	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 6. Is able to look at a situation differently or delay gratification 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2c. Interacts with peers <ul style="list-style-type: none"> 4. Uses successful strategies for entering groups
7. Shows basic physical needs are met	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 7 emerging to 8. Takes responsibility for own well-being
8. Actively takes part in basic health and safety routines	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 7 emerging to 8. Takes responsibility for own well-being
9. Participates in physical fitness activities	29. Demonstrates knowledge about self
10. Makes healthy food choices	29. Demonstrates knowledge about self
B. Self Help	
1. Actively participates in self-care	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 7 emerging to 8. Takes responsibility for own well-being
2. Helps carry out classroom routines	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders
C. Gross Motor Development	
1. Demonstrates increasing motor control and balance	<ul style="list-style-type: none"> 4. Demonstrates traveling skills <ul style="list-style-type: none"> 6. Moves purposefully from place to place with control

<p>2. Demonstrates the ability to combine movements for gross motor skills</p>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
D. Fine Motor Development	
<p>1. Demonstrates increasing control of small motor muscles to perform simple tasks</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p>
<p>2. Uses eye-hand coordination to perform fine motor tasks</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p> <p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
<p>3. Shows beginning control of writing by using various drawing and art tools with increasing coordination</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p> <p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>

Approaches to Learning	
Birth to 8 Months	
A. Eagerness and Curiosity	
1. Shows awareness of and interest in the environment	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 1 emerging to 2. Uses senses to explore the immediate environment
B. Persistence	
2. Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes	11. Demonstrates positive approaches to learning 11b. Persists 1 emerging to 2. Repeats actions to obtain similar results
C. Creativity and Inventiveness	
1. Notices and shows interest in excitement with familiar objects, people, and events	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 1 emerging to 2. Uses senses to explore the immediate environment
8 Months to 18 Months	
A. Eagerness and Curiosity	
1. Shows eagerness and curiosity as a learner	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
B. Persistence	
1. Pays attention briefly and persists in repetitive tasks	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results

C. Creativity and Inventiveness	
1. Approaches and explores new experiences in familiar settings	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 1 emerging to 2. Reacts to a problem; seeks to achieve a specific goal</p> <p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 1 emerging to 2. Imitates others in using objects in new and/or unanticipated ways</p>
18 to 24 Months	
A. Eagerness and Curiosity	
1. Shows eagerness and curiosity as a learner	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>
B. Persistence	
1. Pays attention for longer periods of time and persists at preferred activities	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p>
C. Creativity and Inventiveness	
1. Explores the various new properties and uses for familiar objects and experiences	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p> <p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways</p>

2-Year-Olds	
A. Eagerness and Curiosity	
1. Shows eagerness and curiosity as a learner	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen</p> <p>13. Uses classification skills 2. Matches similar objects</p>
B. Persistence	
1. Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem	<p>11. Demonstrates positive approaches to learning 11b. Persists 3 emerging to 4. Practices an activity many times until successful</p> <p>11. Demonstrates positive approaches to learning 11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
C. Creativity and Inventiveness	
1. Explores the environment with purpose and flexibility	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 3 emerging to 4. Uses creativity and imagination during play and routine tasks</p> <p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props</p>

3-Year-Olds	
A. Eagerness and Curiosity	
1. Shows eagerness and is curious to learn new things and have new experiences	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations 5 emerging to 6. Engages in conversations of at least three exchanges</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>
B. Persistence	
1. Sustains attention for brief periods and finds help when needed	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <p>11. Demonstrates positive approaches to learning</p> <p>11b. Persists 4. Practices an activity many times until successful</p> <p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>

C. Creativity and Inventiveness	
1. Approaches daily activities with creativity and inventiveness	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p> <p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
D. Planning and Reflection	
1. Shows initial signs of planning and learning from their experiences	<p>12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
4-Year-Olds	
A. Eagerness and Curiosity	
1. Shows curiosity and is eager to learn new things and have new experiences	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p>

B. Persistence	
1. Attends to tasks for a brief period and seeks help when needed	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>11. Demonstrates positive approaches to learning 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks</p> <p>11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility</p>
C. Creativity	
1. Approaches daily activities with creativity	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility</p> <p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 5 emerging to 6. Changes plans if a better idea is thought or proposed</p> <p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 5 emerging to 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>

D. Planning and Reflection	
1. Shows initial signs of planning and learning from their experiences	<p>11. Demonstrates positive approaches to learning 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks</p> <p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 5 emerging to 6. Changes plans if a better idea is thought or proposed</p> <p>12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
Social and Emotional Development	
Birth to 8 Months	
A. Trust and Emotional Security	
1. Experiences and develops secure relationships	1. Regulates own emotions and behaviors 1a. Manages feelings 1 emerging to 2. Uses adult support to calm self
2. Responds to the environment	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
B. Self Regulation	
1. Develops early emotional regulation	1. Regulates own emotions and behaviors 1a. Manages feelings 1 emerging to 2. Uses adult support to calm self

<p>2. Develops early behavioral regulation</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 1 emerging to 2. Uses adult support to calm self</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs</p>
<p>3. Develops early social problem-solving</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 1 emerging to 2. Uses adult support to calm self</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs</p>
<p>C. Self-Concept</p>	
<p>1. Forms and maintains mutual relationships with others</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults</p>
<p>2. Becomes aware of oneself as a unique individual while still connected to others</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 1 emerging to 2. Uses senses to explore the immediate environment</p>
<p>3. Demonstrates emerging sense of competence and confidence in growing abilities</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs</p>

8 to 18 Months	
A. Trust and Emotional Security	
1. Experiences and develops secure relationships	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world
2. Responds to the environment	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
B. Self-Regulation	
1. Demonstrates developing emotional regulation	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 1 emerging to 2. Reacts to others' emotional expressions
2. Demonstrates developing behavioral regulation	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
3. Demonstrates developing social problem-solving	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
C. Self –Concept	
1. Forms and maintains mutual relationships with others	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world

<p>2. Becomes aware of oneself as a unique individual while still connected to others</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>
<p>3. Demonstrates increasing sense of competence and confidence in growing abilities</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs</p>
<p>18 to 24 Months</p>	
<p>A. Trust and Emotional Security</p>	
<p>1. Forms and maintains secure relationships with others</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world</p> <p>2. Establishes and sustains positive relationships 2c. Interacts with peers 1. Plays near other children; uses similar materials or actions</p>
<p>2. Responds to the environment</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen</p>

B. Self-Regulation	
1. Demonstrates increasing emotional regulation	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 3 emerging to 4. Comforts self by seeking out special object or person 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world
2. Demonstrates increasing behavior regulation	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 3 emerging to 4. Comforts self by seeking out special object or person 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 2. Responds to changes in an adult's tone of voice and expression
3. Demonstrates increasing social problem-solving	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 3 emerging to 4. Comforts self by seeking out special object or person 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world
C. Self- Concept	
1. Forms and maintains mutual relationships with others	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world

<p>2. Becomes aware of self as a unique individual while still connected to others</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p> <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects</p>
<p>3. Demonstrates increasing sense of competence in growing abilities</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p> <p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases</p>
<p>2-Year-Olds</p>	
<p>A. Trust and Emotional Security</p>	
<p>1. Forms and maintains secure relationships with others</p>	<p>2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups</p> <p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 3 emerging to 4. Seeks adult help to resolve social problems</p>
<p>2. Responds to the environment</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults</p>

B. Self-Regulation	
1. Demonstrates increasing emotional regulation;	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
2. Demonstrates increasing behavior regulation	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
3. Demonstrates increasing social problem-solving	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 3 emerging to 4. Seeks adult help to resolve social problems
C. Self-Concept	
1. Forms and maintains mutual relationships with others	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults 2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children' uses similar materials or actions

2. Becomes aware of oneself as unique individual while still connected to others	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects 29. Demonstrates knowledge about self
3. Demonstrates increasing sense of competence and confidence in growing abilities	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
3-Year-Olds	
A. Pro-social Behaviors	
1. Develops positive relationships and interacts comfortably with familiar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
2. Interacts with and develops positive relationships with peers	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
3. Joins in group activities and experiences within early learning environments	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups 2. Establishes and sustains positive relationships 2d. Makes friends 3 emerging to 4. Plays with one or two preferred playmates
4. Shows care and concern for others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
B. Self Regulation	
1. Follows simple rules and routines with support	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders

2. Begins to use materials with increasing care and safety	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
3. Adapts to transitions with support	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
4. Shows developing ability to solve social problems with support from familiar adults	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
C. Self-Concept	
1. Shows growing confidence in their abilities	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
2. Begins to independently initiate and direct some experiences	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs 11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

4-Year-Olds	
A. Self-Regulation	
a. Affective	
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being</p>
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification</p> <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
b. Life/Adaptive	
1. Follows simple rules, agreements, and familiar routines with teacher support	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
2. Begins to use materials with increasing care and safety	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being</p>

<p>3. Adapts to transitions with increasing independence</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests</p>
<p>B. Relationships</p>	
<p>a. Self</p>	
<p>1. Shows increasing confidence in their own abilities</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being</p> <p>29. Demonstrates knowledge about self</p>
<p>b. Peers</p>	
<p>1. Interacts with and develops positive relationship with peers</p>	<p>2. Establishes and sustains positive relationships 2c. Interacts with peers 5 emerging to 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
<p>2. Develops special friendships</p>	<p>2. Establishes and sustains positive relationships 2c. Interacts with peers 5 emerging to 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>2. Establishes and sustains positive relationships 2d. Makes friends 5 emerging to 6. Establishes a special friendship with one other child, but the friendship might only last a short while</p>

3. Shows care and concern for others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
c. Adults	
1. Develops positive relationships and interacts comfortably with familiar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
C. Social Problem Solving	
1. Shows developing ability to solve social problems with support from familiar adults	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems

2. Develops an initial understanding of bullying, with support from familiar adults	<p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues</p> <p>6. Identifies basic emotional reactions of others and their causes accurately</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3b. Solves social problems</p> <p>6. Suggests solutions to social problems</p>
Language and Communication	
Birth to 8 Months	
A. Listening and Understanding	
1. Responds to frequently heard sounds and words.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>1 emerging to 2. Shows interest in the speech of others</p>
B. Communication and Speaking	
1. Uses a variety of sounds and movements to communicate.	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>1 emerging to 2. Vocalizes and gestures to communicate</p>
C. Early Reading	
1. Shows enjoyment of the sounds and rhythms of language.	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>1 emerging to 2. Shows interest in books</p>
D. Early Writing	
1. Develops eye-hand coordination and more intentional hand control	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>1 emerging to 2. Reaches for, touches, and holds objects purposefully</p>
2. Watches activities of others and imitates sounds, facial expressions, and actions	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>1 emerging to 2. Engages in simple back-and-forth exchanges with others</p>

8 to 18 Months	
A. Listening and Understanding	
1. Shows increased understanding and gestures and words	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>2. Shows interest in the speech of others</p> <p>8. Listens to and understands increasingly complex language</p> <p>8b. Follow directions</p> <p>2. Responds to simple verbal requests accompanied by gestures or tone of voice</p>
B. Communicating and Speaking	
1. Uses consistent sounds, and gestures, and some words to communicate	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>2. Vocalizes and gestures to communicate</p> <p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>2. Babbles strings of single consonant sounds and combines sounds</p>
C. Early Reading	
1. Builds and uses vocabulary with language, pictures, and books	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>2. Shows interest in books</p>
D. Early Writing	
1. Uses tools to make scribbles	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools</p> <p>1 emerging to 2. Grasps drawing and writing tools, jabbing at paper</p>

2. Repeats actions that symbolize ideas	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>2. Vocalizes and gestures to communicate</p> <p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>3 emerging to 4. Seeks to do things for self</p>
18 to 24 Months	
A. Listening and Understanding	
1. Gains meaning through listening	<p>8. Listens to and understands increasingly complex language</p> <p>8b. Follow directions</p> <p>3 emerging to 4. Follows simple requests not accompanied by gestures</p>
B. Communicating and Speaking	
1. Uses a larger number of words and uses words together	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>3 emerging to 4. Names familiar people, animals, and objects</p> <p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>2. Uses one- or two-word sentences or phrases</p>
2. Attends to and tries to take part in conversations	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>2. Engages in simple back-and-forth exchanges with others</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language</p> <p>2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>

C. Early Reading	
1. Learns that pictures represent real objects, events, and ideas (stories)	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients books correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
2. Shows motivation to read	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients books correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
D. Early Writing	
1. Makes purposeful marks on paper	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper
2. Uses beginning representation through play that imitates familiar routines	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
2-Year-Olds	
A. Listening and Understanding	
1. Gains meaning through listening	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 1 emerging to 2. Contributes particular language from the book at the appropriate time

B. Communicating and Speaking	
<p>1. Speaks clearly and is understood by most listeners</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people</p> <p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
<p>2. Participates in conversations</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Imitates and attends to brief conversations</p> <p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>

C. Early Reading	
1. Shows growing interest in print and books	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients books correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p> <p>18. Comprehends and responds to books and other texts 18c. Retells stories 1 emerging to 2. Retells some events from a familiar story with close adult prompting</p>
2. Shows motivation to read	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients books correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p> <p>18. Comprehends and responds to books and other texts 18c. Retells stories 1 emerging to 2. Retells some events from a familiar story with close adult prompting</p>

D. Early Writing	
1. Uses scribbles, marks and drawings to convey messages	<p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles</p>
2. Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles</p>
3-Year-Olds	
A. Listening and Understanding	
1. Listens to and understands spoken language	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in brief conversations of at least three exchanges</p>
2. Shows understanding by following simple directions	<p>8. Listens to and understands increasingly complex language 8b. Follow directions 4. Follows simple requests not accompanied by gestures</p>

B. Communicating and speaking	
1. Shows improving expressive communication skills	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items</p> <p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
2. Shows increased vocabulary and uses language for many purposes	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items</p>
C. Early Reading	
1. Shows an appreciation and enjoyment of reading	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p> <p>18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adult prompting</p>

<p>2. Demonstrates beginning phonological awareness</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Shows awareness that some words begin the same way</p> <p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 2. Hears and shows awareness of separate words in sentences</p>
<p>3. Shows awareness of letters and symbols</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name</p>
<p>4. Demonstrates comprehension and responds to stories</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures</p> <p>18. Comprehends and responds to books and other texts 18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as prompts</p>
<p>D. Early Writing</p>	
<p>1. Begins to use writing, pictures and play to express ideas</p>	<p>14. Uses symbols and images to represent something not present 14a. Think symbolically 4. Draws or constructs, and then identifies what it is</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms</p>

<p>2. Shows beginning writing skills by making letter-like shapes and scribbles to write</p>	<p>19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms</p>
4-Year-Olds	
A. Listening and Understanding	
1. Increases knowledge through listening	
<p>Benchmark a: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>
2. Follows multi-step directions	
<p>Benchmark a: Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences</p>
B. Speaking	
1. Speech is understood by both a familiar and an unfamiliar peer or adult	
<p>Benchmark a: Child's speech is understood by both a familiar and an unfamiliar adult.</p>	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly</p> <p>6. Is understood by most people; may mispronounce new, long, or unusual words</p>

C. Vocabulary	
1. Shows an understanding of words and their meanings	
Benchmark a: Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs and adverbs).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Benchmark b: Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
Benchmark c: Child understands or knows the meaning of many thousands of words including disciplinary words, (e.g., science, social studies, math, and literacy) many more than he or she routinely uses (receptive language).	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
2. Shows increased vocabulary to describe many objects, actions, and events	
Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

<p>Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>13. Uses classification skills 4. Place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
<p>Benchmark c: Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location).</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>13. Uses classification skills 4. Place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
<p>D. Sentences and Structure</p>	
<p>1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p>	
<p>Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four-to six-word sentences</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 7 emerging to 8. Engages in complex, lengthy conversations (five or more exchanges)</p>
<p>Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four-to six-word sentences</p>

<p>2. Connects phrases and sentences to build ideas</p>	
<p>Benchmark a: Child uses sentences with more than one phrase.</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules</p>
<p>Benchmark b: Child combines more than one idea using complex sentences.</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules</p> <p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details</p>
<p>Benchmark c: Child combines sentences that give lots of detail, stick to the topic, and clearly communicates intended meaning.</p>	<p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 7 emerging to 8. Engages in complex, lengthy conversations (five or more exchanges)</p>

E. Conversation	
1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems	
Benchmark a: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
2. Initiates, ask questions, and responds to adults and peers in a variety of settings	
Benchmark a: Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 7 emerging to 8. Engages in complex, lengthy conversations (five or more exchanges)</p> <p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>

<p>Benchmark b: Child provides appropriate information for the setting (e.g., introduces himself or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 7 emerging to 8. Engages in complex, lengthy conversations (five or more exchanges)</p> <p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
<p>3. Uses appropriate language and style for context</p>	
<p>Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
<p>Benchmark b: Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
<p>Benchmark c: Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>

F. Emergent Reading	
1. Shows motivation for reading	
Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).	<p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p> <p>18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts</p>
Benchmark b: Child interacts appropriately with books and other materials in a print rich environment.	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p> <p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p>
Benchmark c: Child asks to be read to or asks the meaning of written text.	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
2. Shows age-appropriate phonological awareness	
Benchmark a: Child can distinguish individual words within spoken phrases or sentences.	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words</p>

<p>Benchmark b: Child combines words to make a compound word (e.g., “foot” + “ball” = “football”)</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words</p>
<p>Benchmark c: Child deletes a word from a compound word (e.g., “starfish” – “star” = “fish”).</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words</p>
<p>Benchmark d: Child combines syllables into words (e.g., “sis” + “ter” = “sister”).</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words</p>
<p>Benchmark e: Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”).</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words</p>
<p>Benchmark f: Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + “at”, child can select the picture of the cat).</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime</p>
<p>3. Shows alphabetic knowledge</p>	
<p>Benchmark a: Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 5 emerging to 6. Identifies and names 11-20 upper- and lowercase letters when presented in random order</p>
<p>Benchmark b: Child names most letters (e.g., when shown an upper case or lower case letter, can accurately say its name).</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 5 emerging to 6. Identifies and names 11-20 upper- and lowercase letters when presented in random order</p>
<p>Benchmark c: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 4. Produces the correct sounds for 10-20 letters</p>

<p>Benchmark d: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words</p> <p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 4. Produces the correct sounds for 10-20 letters</p>
<p>4. Demonstrates comprehension of text read aloud</p>	
<p>Benchmark a: Child retells or reenacts story after it is read aloud.</p>	<p>18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts</p>
<p>Benchmark b: Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”).</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>G. Emergent Writing</p>	
<p>1. Shows motivation to engage in written expression</p>	
<p>Benchmark a: Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.</p>	<p>14. Uses symbols and images to represent something not present 14a. Think symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings</p>
<p>Benchmark b: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).</p>	<p>19. Demonstrates emergent writing skills 19a. Writes name 4. Letter strings</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings</p>

2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas	
Benchmark a: Child independently uses letter-like shapes or letters to write words or parts of words.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Benchmark b: Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.	19. Demonstrates emergent writing skills 19a. Writes name 4. Letter strings
3. Demonstrates age-appropriate ability to write letters	
Benchmark a: Child independently writes some letters on request.	19. Demonstrates emergent writing skills 19a. Writes name 4. Letter strings 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
4. Demonstrates knowledge of purposes, functions, and structure of written composition	
Benchmark a: When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with “Dear”; or the idea that a story has a beginning, middle, and end).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation 19. Demonstrates emergent writing skills 19a. Writes name 4. Letter strings 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

Cognitive Development and General Knowledge	
Birth to 8 Months	
A. Exploration and Discovery	
1. Responds in simple ways to people and objects	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 1 emerging to 2. Uses senses to explore the immediate environment
2. Establishes primary relationships	11. Demonstrates positive approaches to learning 11a. Attends and engages 1 emerging to 2. Pays attention to sights and sounds
3. Begins to make things happen	11. Demonstrates positive approaches to learning 11b. Persists 1 emerging to 2. Repeats actions to obtain similar results
B. Concept Development and Memory	
1. Responds in simple ways to people and objects	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs
2. Establishes primary relationships	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
3. Begins to make things happen	11. Demonstrates positive approaches to learning 11b. Persists 1 emerging to 2. Repeats actions to obtain similar results
C. Problem-Solving and Creative Expression	
1. Responds in simple ways to people and objects	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 1 emerging to 2. Vocalizes and gestures to communicate
2. Establishes primary relationships	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 1 emerging to 2. Vocalizes and gestures to communicate

3. Begins to make things happen	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 1 emerging to 2. Uses senses to explore the immediate environment
8 to 18 Months	
A. Exploration and Discovery	
1. Responds in varied ways to people and objects	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 1 emerging to 2. Imitates actions of others during play; uses real objects as props
2. Establishes more complex relationships	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
3. Initiates more events	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

B. Concept Development and Memory	
1. Responds in varied ways to people and objects	<p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls 1 emerging to 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books 2. Shows interest in books</p>
2. Establishes more complex relationships	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world</p>
3. Initiates more events	<p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls 1 emerging to 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play 1 emerging to 2. Imitates actions of others during play; uses real objects as props</p>
C. Problem-Solving and Creative Expression	
1. Responds in varied ways to people and objects	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world</p> <p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p>

2. Establishes more complex relationships	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 2. Indicates needs and wants; participates as adult attends to needs 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary <ul style="list-style-type: none"> 2. Vocalizes and gestures to communicate
3. Initiates more events	<ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11a. Attends and engages <ul style="list-style-type: none"> 2. Pays attention to sights and sounds
18 to 24 Months	
A. Exploration and Discovery	
1. Shows more complex responses to people and objects	<ul style="list-style-type: none"> 8. Listens to and understands increasingly complex language 8b. Follow directions <ul style="list-style-type: none"> 4. Follow simple requests not accompanied by gestures 9. Uses language to express thoughts and needs 9c. Uses conventional grammar <ul style="list-style-type: none"> 2. Uses one- or two-word sentences or phrases
2. Expands relationships	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 4. Seeks to do things for self 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play <ul style="list-style-type: none"> 2. Imitates actions of others during play; uses real objects as props

<p>3. Initiates more complex interactions</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props</p>
<p>B. Concept Development and Memory</p>	
<p>1. Shows more complex responses to people and objects</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted</p> <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects</p>
<p>2. Expands relationships</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self</p> <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects</p>

<p>3. Initiates more complex interactions</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen</p> <p>12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
<p>C. Problem-Solving and Creative Expression</p>	
<p>1. Shows more complex responses to people and objects</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self</p> <p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 2. Expresses feelings during a conflict</p>
<p>2. Expands relationships</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults</p> <p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways</p>

<p>3. Initiates more complex interactions</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects</p> <p>11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal</p>
<p>2 year-olds</p>	
<p>A. Exploration and Discovery</p>	
<p>1. Demonstrates varying responses to people and objects</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults</p> <p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 1 emerging to 2. Make simple statements about recent events and familiar people and objects that are not present</p>
<p>2. Engages in multiple productive relationships</p>	<p>2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure when seeing a friend</p> <p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
<p>3. Initiates rich and varied events</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>

B. Concept Development and Memory	
1. Demonstrates varying responses to people and objects	<p>8. Listens to and understands increasingly complex language</p> <p>8b. Follow directions</p> <p>4. Follow simple requests not accompanied by gestures</p> <p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p>
2. Engages in multiple productive relationships	<p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues</p> <p>3 emerging to 4. Demonstrates concern about the feelings of others</p> <p>2. Establishes and sustains positive relationships</p> <p>2d. Makes friends</p> <p>2. Seeks a preferred playmate; shows pleasure when seeing a friend</p>
3. Initiates rich and varied events	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
C. Problem-Solving and Creative Expression	
1. Demonstrates varying response to people and objects	<p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>3 emerging to 4. Uses successful strategies for entering groups</p> <p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>

2. Engages in multiple productive relationships	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 3 emerging to 4. Demonstrates concern about the feelings of others</p> <p>2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups</p>
3. Initiates rich and varied events	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 3 emerging to 4. Uses creativity and imagination during play and routine tasks</p> <p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
3-Year-Olds	
A. Mathematical Thinking	
1. Demonstrates interest in mathematical problem solving	<p>20. Uses number concepts and operations 20b. Quantifies 3 emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> <p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)</p>
2. Sorts objects into groups by one characteristic	<p>13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>

3. Shows knowledge of numbers and counting	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
4. Recognizes some geometric shapes	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
5. Shows beginning understanding of spatial relationships and position words	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 5 emerging to 6. Uses and responds appropriately to positional words indicating location, direction, and distance
6. Demonstrates beginning ability to compare and contrast	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
7. Engages in activities that explore measurement	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
B. Scientific Thinking	
1. Uses senses to collect information through observation and exploration	24. Uses scientific inquiry skills
2. Begins to use simple tools for observing and investigation	28. Uses tools and other technology to perform tasks
3. Begins to compare objects	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
C. Social Studies	
1. Begins to recognize and appreciate similarities and differences in people	29. Demonstrates knowledge about self
2. Begins to understand family characteristics, roles and functions	30. Shows basic understanding of people and how they live
3. Shows awareness of some social roles and jobs that people do	30. Shows basic understanding of people and how they live

4. Demonstrates awareness of group rules	<p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p>4. Takes turns</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3b. Solves social problems</p> <p>6. Suggests solutions to social problems</p>
5. Demonstrates awareness of the environment around them	<p>12. Remembers and connects experiences</p> <p>12b. Makes connections</p> <p>5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
D. The Arts	
1. Uses many different creative art materials to express and explore	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p> <p>33. Explores the visual arts</p>
2. Engages in musical experiences	34. Explores musical concepts and expression
3. Engages in creative movement and dramatic play	<p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>
4. Shows understanding and appreciation of artistic creations or events	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p>

4-Year-Olds	
A. Mathematical Thinking	
a. Number Sense	
1. Demonstrates understanding of one-to-one correspondence	
Benchmark a: Child demonstrates one-to-one correspondence when counting.	20. Uses number concepts and operations 20a. Counts 5 emerging to 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
Benchmark b: Child demonstrates one-to-one correspondence to determine if two sets are equal.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
2. Shows understanding of how to count and construct sets	
Benchmark a: Child counts sets in the range of 10 to 15 objects.	20. Uses number concepts and operations 20a. Counts 5 emerging to 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
Benchmark b: Child constructs sets in the range of 10 to 15 objects.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
3. Shows understanding by participating in the comparison of quantities	
Benchmark a: Child compares two sets to determine if they are equal.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

<p>Benchmark b: Child compares two sets to determine if one set has more.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
<p>Benchmark c: Child compares two sets to determine if one set has less.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
<p>Benchmark d: Child determines one set of objects is a lot more than another set of objects.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
<p>4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10</p>	<p>20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
<p>5. Counts and knows the sequence of number names (spoken)</p>	
<p>Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.</p>	<p>20. Uses number concepts and operations 20a. Counts 5 emerging to 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting</p>
<p>Benchmark b: Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.</p>	<p>20. Uses number concepts and operations 20a. Counts 7 emerging to 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p>

6. Shows understanding of and uses appropriate terms to describe ordinal positions	
Benchmark a: Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Benchmark b: Child names ordinal positions (e.g., first, second, third, fourth, fifth).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
b. Number and Operations	
1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)	
Benchmark a: Child indicates there are more when they combine (add) sets of objects together.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Benchmark b: Child indicates there are less (fewer) when they remove (subtract) objects from a set.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities	
Benchmark a: Child combines sets of objects to equal a set no larger than ten.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

Benchmark b: Child removes objects from a set no larger than ten.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Benchmark c: Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
c. Patterns and Seriation	
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)	
Benchmark a: Child recognizes patterns and non-patterns.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
Benchmark b: Child duplicates identical patterns with at least two elements	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
Benchmark c: Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern).	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Benchmark d: Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns

2. Sorts, orders, compares, and describes objects according characteristics or attribute(s) (seriation)	
Benchmark a: Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Benchmark b: Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
d. Geometry	
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)	
Benchmark a: Child categorizes (sorts) examples of two-dimensional shapes.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Benchmark b: Child names two-dimensional shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

<p>Benchmark c: Child constructs examples of two-dimensional shapes.</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>Benchmark d: Child identifies the number of sides of two-dimensional shapes.</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations</p>	
<p>Benchmark a: Child slides shapes, with teacher support and multiple experiences over time.</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
<p>Benchmark b: Child flips shapes, with teacher support and multiple experiences over time.</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
<p>Benchmark c: Child rotates shapes, with teacher support and multiple experiences over time.</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>

3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)	
Benchmark a: Child categorizes (sorts) examples of three-dimensional shapes.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Benchmark b: Child names three-dimensional shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
4. Analyzes and constructs examples of simple symmetry and non-symmetry in two-dimensions, using concrete objects	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
e. Spatial Relations	
1. Demonstrates understanding of spatial relationships and uses position words (e.g., in front of, behind, between, over, through, under)	
Benchmark a: Child shows understanding of positional words (receptive knowledge).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
Benchmark b: Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance

2. Describes relative position from different perspectives (e.g., “I am on top of the climber and you are below me.”)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
f. Measurement	
1. Engages in activities that explore measurement	
2. Compares continuous quantities using length, weight, and height	
Benchmark a: Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Benchmark b: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Benchmark d: Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

3. Represents and analyzes data	
Benchmark a: Child assists with collecting and sorting materials to be graphed.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 24. Uses scientific inquiry skills
Benchmark b: Child works with teacher and small groups to represent mathematical relations in charts and graphs.	24. Uses scientific inquiry skills
Benchmark c: Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many 24. Uses scientific inquiry skills
4. Predicts the results of a data collection, with teacher support and multiple experiences over time	24. Uses scientific inquiry skills
B. Scientific Inquiry	
a. Investigation and Inquiry	
1. Demonstrates the use of simple tools and equipment for observing and investigating	28. Uses tools and other technology to perform tasks
2. Examines objects and makes comparisons	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools 24. Uses scientific inquiry skills
b. Physical Science	
1. Explores the physical properties and creative use of objects or matter	26. Demonstrates knowledge of the physical properties of objects and materials

c. Life Science	
1. Explores growth and change of living things	25. Demonstrates knowledge of the characteristics of living things
2. Identifies the characteristics of living things	25. Demonstrates knowledge of the characteristics of living things
3. Identifies the five senses and explores functions of each	24. Uses scientific inquiry skills
d. Earth and Space	
1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time	27. Demonstrates knowledge of Earth's environment
2. Discovers and explores objects (e.g., rocks, twigs, leaves, sea shells) that are naturally found in the environment	26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
e. Environmental Awareness	
1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	27. Demonstrates knowledge of Earth's environment
C. Social Studies	
a. Individual Development and Identity	
1. Begins to recognize and appreciate similarities and differences in people	29. Demonstrates knowledge about self
2. Begins to understand family characteristics, roles, and functions	30. Shows basic understanding of people and how they live
3. Shows awareness and describes some social roles and jobs that people do	30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places
b. People, Places, and Environments	
1. Demonstrates awareness of geographic thinking	32. Demonstrates simple geographic knowledge
c. Technology and Our World	
1. Shows awareness of technology and its impact on how people live	28. Uses tools and other technology to perform tasks

d. Civic Ideals and Practices	
1. Demonstrates awareness of group rules (civics)	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 7 emerging to 8. Resolves social problems through negotiation and compromise
2. Begins to understand and take on leadership roles	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
D. Creative Expression Through The Arts	
a. Visual Arts	
1. Explores visual arts	33. Explores the visual arts
2. Children create visual art to communicate an idea	33. Explores the visual arts
3. Discusses and responds to the feelings caused by an artwork	33. Explores the visual arts
b. Music	
1. Explores music	34. Explores musical concepts and expression
2. Creates music to communicate an idea	34. Explores musical concepts and expression
3. Discusses and responds to the feelings caused by music	34. Explores musical concepts and expression
c. Creative Movement and Dance	
1. Explores creative movement and dance	35. Explores dance and movement concepts
2. Creates creative movement and dance to communicate an idea	35. Explores dance and movement concepts
3. Discusses and responds to the feelings caused by creative movement and dance	35. Explores dance and movement concepts

d. Dramatic Play and Theatre	
1. Explores dramatic play and theatre	36. Explores drama through actions and language
2. Creates dramatic play and theatre to communicate an idea	36. Explores drama through actions and language
3. Discusses and responds to the feelings caused by dramatic play and theatre	36. Explores drama through actions and language