



Alignment of



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



WITH

**Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten
With
*Louisiana's Birth to Five Early Learning and Development Standards***

This document aligns the content in *Louisiana's Birth to Five Early Learning and Development Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

Louisiana Department of Education. (2013). *Louisiana's birth to five early learning and development standards*. Baton Rouge, LA: Retrieved June 25, 2013 from <http://www.louisianabelieves.com/docs/early-childhood/early-childhood--birth-to-five-standards.pdf?sfvrsn=4>

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

Approaches to Learning	
Infants (Birth to 11 months)	
Initiative and Curiosity	
AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.	
(0.1). Show interest in body parts (e.g., fingers, toes).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
(0.2). Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
(0.3). Select a particular material, toy or place to explore on their own.	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
(0.4). Use simple behaviors to meet own needs (e.g., feed self with finger food).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs

Attention, Engagement, and Persistence	
AL 2: Demonstrate attention, engagement, and persistence in learning.	
(0.1). Focus attention on people around him/her.	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults</p> <p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p>
(0.2). Attend briefly to different people, sights and sounds in the environment.	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p>
(0.3). Try to make things happen.	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p> <p>11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal</p>
Reasoning, Problem-Solving, and Creative Thinking	
AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.	
(0.1). Notice the effect of own actions when playing with a variety of objects and/ or interacting with others.	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p>
(0.2). Interact with a toy or object in more than one way.	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p>
(0.3). Use simple actions to solve problems (e.g., scooting to reach favorite toy).	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal</p>

(0.4). Play with a variety of objects and notice similar and different outcomes.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
(0.5). Look to adult for assistance (e.g., may vocalize to get adult's attention).	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
AL 4:. Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	
(0.1). Try a new action with a familiar object when interacting with others.	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
(0.2). Manipulate objects in order to explore them.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Young Toddlers (9 - 18 months)	
Initiative and Curiosity	
AL 1:. Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.	
(1.1). Show curiosity and interest in actively exploring the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
(1.2). Express choices and preferences.	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
(1.3). Try to help with simple tasks and activities.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results

Attention, Engagement, and Persistence	
AL 2: Demonstrate attention, engagement, and persistence in learning.	
(1.1). Interact with people, objects or activities for short periods of time.	<p>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> <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>
(1.2). Show interest in activities, people and the environment for a short period of time.	<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>
(1.3). Show pleasure in completing simple tasks.	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p>
Reasoning, Problem-Solving, and Creative Thinking	
AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.	
(1.1). Repeat behaviors to produce interesting effects, such as shaking a stuffed animal to listen to the sound that it makes.	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p>
(1.2). Observe others' actions with objects and materials to learn strategies for interaction.	<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>
(1.3). Solve familiar problems or tasks.	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal</p>

(1.4). Use trial and error to solve a new problem or unfamiliar task.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
(1.5). Use gestures and simple language when help is needed.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	
(1.1). Use familiar objects in new and unexpected ways.	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
(1.2). Ask questions to obtain adult response.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Older Toddlers (16 - 36 months)	
Initiative and Curiosity	
AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.	
(2.1). Show curiosity and interest in daily experiences and activities.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
(2.2). Demonstrate a willingness to try new activities and experiences.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
(2.3). Actively explore the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<p>(2.4). Demonstrate increasing interest and independence in completing simple tasks.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p> <p>11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
<p>(2.5). Insistent about preferences and may say “no” to adult.</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
<p>Attention, Engagement, and Persistence</p>	
<p>AL 2:. Demonstrate attention, engagement, and persistence in learning.</p>	
<p>(2.1). Actively engage with people, objects, or activities in the environment for longer length of time.</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 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
<p>(2.2). Maintain attention to complete a short, simple task with adult support.</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
<p>(2.3). Complete self-chosen activity and repeats the activity many times to gain mastery.</p>	<p>11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful</p>

Reasoning, Problem-Solving, and Creative Thinking	
AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.	
(2.1). Demonstrate an understanding of cause and effect (e.g., purposefully try to make things happen).	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
(2.2). Repeat behaviors to produce desired effect.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
(2.3). Observe and imitate others' when trying to carry out new tasks or actions.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
(2.4). Apply new action or strategy to solve problem.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
(2.5). Use trial and error to solve more complex tasks or problems.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
(2.6). Ask others for help if needed.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
(2.7). Use language when asking for help from adults or peers.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	
(2.1). Use objects, art materials and toys in new and unexpected ways.	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

(2.2). Ask what, how, and why questions to seek information.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Three-Year-Olds (36 - 48 months)	
Initiative and Curiosity	
AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.	
(3.1). Demonstrate eagerness to learn through play and exploring the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
(3.2). Complete a range of simple tasks on their own.	11. Demonstrates positive approaches to learning 11a. Attends and engages 5 emerging to 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
Attention, Engagement, and Persistence	
AL 2: Demonstrate attention, engagement, and persistence in learning.	
(3.1). Maintain focus on objects and activities of interest while other activities are going on in the environment.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
(3.2). Maintain focus on a complex activity with adult support.	11. Demonstrates positive approaches to learning 11a. Attends and engages 5 emerging to 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

(3.3). With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities.	11. Demonstrates positive approaches to learning 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks
Reasoning, Problem-Solving, and Creative Thinking	
AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.	
(3.1). Experiment to see if the same actions have similar effects on different objects.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
(3.2). Remember and apply previously learned information to a familiar object, task or situation.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
(3.3). Use a variety of strategies to solve a problem when the first try is unsuccessful.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
(3.4). Ask adults for help on tasks, if needed.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	
(3.1). Express unique ideas in both language and use of objects in a variety of situations.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
(3.2). Ask more complex questions for clarification and to seek meaningful information.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility

Four-Year-Olds (48 - 60 months)	
Initiative and Curiosity	
AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.	
(4.1). Show curiosity, interest and a willingness to learn new things and try new experiences.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
(4.2). Choose a multi-step task and complete it on their own.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
Attention, Engagement, and Persistence	
AL 2: Demonstrate attention, engagement, and persistence in learning.	
(4.1). Stay engaged with others, objects, and activities despite interruptions or disruption.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
(4.2). Maintain attention in child- initiated and adult - directed activities despite distractions and interruptions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
(4.3). Plan and complete tasks and activities.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks

Reasoning, Problem-Solving, and Creative Thinking	
AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.	
(4.1). Identify and understand cause and effect relationships.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
(4.2). Apply prior knowledge and experiences to learn new skills during play.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
(4.3). Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
(4.4). Make specific request for help from both peers and adults as needed.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	
(4.1). Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
(4.2). Gather information and ask complex questions in order to understand a new or familiar concept.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility

Physical Well-Being and Motor Development	
Infants (Birth to 11 months)	
Motor Skills and Physical Fitness	
PM 1:. Develop large muscle control and coordinate movements in their upper and/or lower body.	
(0.1). Develop strength and control of head and back progressing to arms and legs.	4. Demonstrates traveling skills 1 emerging to 2. Moves to explore immediate environment
(0.2). Develop strength and control of head and back progressing to arms and legs when playing with objects.	6. Demonstrates gross-motor manipulative skills 1 emerging to 2. Reaches, grasps, and releases objects
PM 2:. Develop small muscle control and coordination.	
(0.1). Develop small motor control moving from the chest outward to arms, wrist, and hands.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
(0.2). Use hands to accomplish actions with rake grasp and/or palming.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
(0.3). Coordinate eye and hand movements when eating, grasping, or picking up objects.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
PM 3:. Participate in a variety of physical activities to enhance strength and stamina.	
(0.1). Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over).	4. Demonstrates traveling skills 1 emerging to 2. Moves to explore immediate environment
(0.2). Engage in play that helps to develop strength in arms and legs (e.g., floor games that provide opportunities for reaching, grasping or pushing).	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects

Health and Hygiene	
PM 4: Develop appropriate health and hygiene skills.	
(0.1). Willing to try healthy foods offered by caregiver.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
(0.2). Cooperate with some personal care 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
(0.3). Respond to consistent bedtime routine.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
(0.4). Soothe self and fall asleep.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Safety	
PM 5: Demonstrate safe behaviors.	
(0.1). Attend to adult cues (e.g., facial expression, tone of voice) that indicate a harmful or unsafe situation.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
(0.2). May cry upon seeing adult reaction to a potential harmful situation.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
Young Toddlers (9 - 18 months)	
Motor Skills and Physical Fitness	
PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.	
(1.1). Control and coordinate movement of arms, legs, and neck.	4. Demonstrates traveling skills 2. Moves to explore immediate environment

(1.2). Control and coordinate movement of arms, legs, and neck when using a variety of objects.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
PM 2:. Develop small muscle control and coordination.	
(1.1). Demonstrate control of wrists, hands, and fingers.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
(1.2). Use pincer grasp (their thumb and forefinger) to pick up small objects.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
(1.3). Hold an object in one hand and manipulate it with the other hand.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
(1.4). Coordinate eye and hand movements to explore objects or complete activities (e.g., transfer object from one hand to the other, stack blocks to build a tower).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
PM 3:. Participate in a variety of physical activities to enhance strength and stamina.	
(1.1). Participate in a variety of indoor and outdoor play activities.	4. Demonstrates traveling skills 4. Experiments with different ways of moving 5. Demonstrates balancing skills 4. Experiments with different ways of balancing 6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements

<p>(1.2). Engage in play that helps to develop strength in arms and legs (e.g., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment).</p>	<p>4. Demonstrates traveling skills 4. Experiments with different ways of moving</p> <p>5. Demonstrates balancing skills 4. Experiments with different ways of balancing</p> <p>6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements</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>Health and Hygiene</p>	
<p>PM 4: Develop appropriate health and hygiene skills.</p>	
<p>(1.1). Accept healthy foods that are offered by caregiver.</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>(1.2). Participate in personal care routines with adult caregiver.</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>(1.3). Cooperate with sleep routines.</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression</p>
<p>(1.4). Comfort self, fall asleep, and returns to sleep if awoken.</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person</p>

Safety	
PM 5:. Demonstrate safe behaviors.	
(1.1). Attend to adult cues (e.g., facial expression, tone of voice) to see if situation is harmful or unsafe.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
(1.2). Use cue or signal from adult to guide behavior in harmful or dangerous situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
(1.3). Cooperate with some basic safety practices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Older Toddlers (16 - 36 months)	
Motor Skills and Physical Fitness	
PM 1:. Develop large muscle control and coordinate movements in their upper and/or lower body.	
(2.1). Combine and coordinate arm and leg movements when engaged in active play.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
(2.2). Combine and coordinate arm and leg movements when engaged in active play with objects and equipment.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
PM 2:. Develop small muscle control and coordination.	
(2.1). Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements
(2.2). Coordinate eye and hand movements to carry out simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

PM 3:. Participate in a variety of physical activities to enhance strength and stamina.	
(2.1). Participate in a variety of indoor and outdoor play activities.	<p>4. Demonstrates traveling skills 4. Experiments with different ways of moving</p> <p>5. Demonstrates balancing skills 4. Experiments with different ways of balancing</p> <p>6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements</p>
(2.2). Engage in regular and sustained play activities that are physically demanding for short periods of time.	<p>4. Demonstrates traveling skills 4. Experiments with different ways of moving</p> <p>5. Demonstrates balancing skills 4. Experiments with different ways of balancing</p> <p>6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements</p>
Health and Hygiene	
PM 4:. Develop appropriate health and hygiene skills.	
(2.1). Identify a variety of healthy foods.	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
(2.2). Eat a variety of healthy foods.	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
(2.3). Carry out some parts of personal care routines with adult guidance supervision and assistance.	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
(2.4). Initiate and participate in sleep routines.	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults</p>

(2.5). Fall asleep on their own and returns to sleep if awoken.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Safety	
PM 5: Demonstrate safe behaviors.	
(2.1). Recognize some harmful situations.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
(2.2). Follow directions from an adult to avoid potential harmful conditions/situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
(2.3). Follow safety rules with assistance and guidance from adults.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Three-Year-Olds (36 - 48 months)	
Motor Skills and Physical Fitness	
PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.	
(3.1). Use arms and legs for balance and motor control when walking, jumping, throwing and climbing.	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 5 emerging to 6. Sustains balance during simple movement experiences 6. Demonstrates gross-motor manipulative skills 5 emerging to 6. Manipulates balls or similar objects with flexible body movements

<p>(3.2). Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities.</p>	<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> <p>6. Demonstrates gross-motor manipulative skills 5 emerging to 6. Manipulates balls or similar objects with flexible body movements</p>
<p>PM 2.: Develop small muscle control and coordination.</p>	
<p>(3.1). Use hands, fingers, and wrists for a wide variety of tasks and activities.</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p>
<p>(3.2). Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon).</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p>
<p>PM 3.: Participate in a variety of physical activities to enhance strength and stamina.</p>	
<p>(3.1). Seek out a variety of physical activities such as games and indoor/outdoor play.</p>	<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> <p>6. Demonstrates gross-motor manipulative skills 5 emerging to 6. Manipulates balls or similar objects with flexible body movements</p>

<p>(3.2). Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball).</p>	<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> <p>6. Demonstrates gross-motor manipulative skills 5 emerging to 6. Manipulates balls or similar objects with flexible body movements</p>
<p>Health and Hygiene</p>	
<p>PM 4:. Develop appropriate health and hygiene skills.</p>	
<p>(3.1). Identify foods (real or pictures) that are healthy and less healthy for the body.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>(3.2). Select from a variety of healthy foods that are offered.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>(3.3). Carry out most personal care routines with minimal adult guidance and assistance.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>(3.4). Sleep or rest for a sufficient amount of time to support healthy development of their body.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>Safety</p>	
<p>PM 5:. Demonstrate safe behaviors.</p>	
<p>(3.1). Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>(3.2). State safety rules and follow them with guidance from adults.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>

Four-Year-Olds (48 - 60 months)	
Motor Skills and Physical Fitness	
PM 1:. Develop large muscle control and coordinate movements in their upper and/or lower body.	
(4.1). Use the whole body for balance and motor control when walking, jumping, throwing and climbing.	<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>
(4.2). Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities.	<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>
PM 2:. Develop small muscle control and coordination.	
(4.1). Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles.	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements</p>
(4.2). Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements</p>

PM 3:. Participate in a variety of physical activities to enhance strength and stamina.	
(4.1). Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness.	<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>
(4.2). Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball).	<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>
Health and Hygiene	
PM 4:. Develop appropriate health and hygiene skills.	
(4.1). Identify different foods and the corresponding food group according to “My Plate”.	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>
(4.2). Give a simple explanation as to why a particular food is healthy or unhealthy.	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>
(4.3). Exhibit good hygiene habits and manage age- appropriate personal care routines on own.	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>
(4.4). Get sufficient sleep and rest to support healthy development of their body.	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>

Safety	
PM 5: Demonstrate safe behaviors.	
(4.1). Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with supervision.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being
(4.2). Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Language and Literacy Development	
Infants (Birth to 11 months)	
Speaking and Listening	
LL 1: Comprehend or understand and use language.	
(0.1). Show interest in adult speech.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
(0.2). Look in the direction of sound.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
(0.3). Recognize words for familiar items such as "cup" or "bottle".	8. Listens to and understands increasingly complex language 8a. Comprehends language 3 emerging to 4. Identifies familiar people, animals, and objects when prompted
(0.4). Engage in turn-taking.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
(0.5). Coo when spoken to.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate

(0.6). Smile in response to social stimulation.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 1 emerging to 2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
(0.7). Know own name by responding when name is spoken.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
(0.8). Respond to the sound of language and the steady rhythm of words.	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
(0.9). Get attention or express needs through sound, facial expressions, and movements.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
(0.10). Imitate different sounds.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
Language	
LL 2: Comprehend and use increasingly complex and varied vocabulary.	
(0.1). Engage in brief moments of joint attention to imitate positional words through language, music and sounds.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
(0.2). Recognize names of familiar people and objects.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
(0.3). Use gestures and sounds to communicate needs.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate

Reading: Literature and Information in Print	
LL 3: Develop an interest in books and their characteristics.	
(0.1). Manipulate books by holding, chewing, banging, etc.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 1 emerging to 2. Shows interest in books
(0.2). Look at picture books with interest, sometimes pointing at objects.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
(0.3). Engage in joint attention to books, language, music and sounds.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
LL 4: Comprehend stories and information from books and other print materials.	
(0.1). Engage in brief moments of joint attention to books, language and sounds.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
(0.2). Respond and attend to stories that have been read previously.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Reading: Foundational Skills	
LL 5: Demonstrate understanding of the organization and basic features of print.	
(0.1). Engage in brief moments of joint attention to books, language, music, and sounds.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
(0.2). Respond or show excitement when hear own name.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books

LL 6:. Demonstrate understanding of different units of sound in language (words, syllables, phonemes).	
(0.1). Coo and babble to self and others.	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds</p>
(0.2). Imitate sounds made by caregiver.	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others</p>
(0.3). Make vowel-like sounds or a variety of consonant and vowel sounds. May say first word.	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds</p>
(0.4). Show recognition of familiar voices, names and environmental sounds.	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice</p>
Writing	
LL 7:. Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
(0.1). Tightly grasp objects when placed in hands.	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully</p>
(0.2). Release object purposefully.	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully</p>
(0.3). Use pincer grasp to pick up small objects.	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully</p>

(0.4). Preference for using right or left hand is emerging.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
(0.5). Transfer objects from hand to hand.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Young Toddlers (9 - 18 months)	
Speaking and Listening	
LL 1: Comprehend or understand and use language.	
(1.1). Attend to adult language.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
(1.2). Respond to adult's facial expressions (e.g., stops throwing blocks after a stern look from adult).	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
(1.3). Identify familiar people or objects when asked.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
(1.4). Follow simple commands (e.g., "Come here").	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
(1.5). Use facial expression to show excitement or distress.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
(1.6). Use gestures and words to communicate needs.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
(1.7). Repeat familiar words.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects

(1.8). Respond to simple rhymes and finger plays.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 1 emerging to 2. Joins in rhyming songs and games
(1.9). Use hand gestures to show recognition of a song.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 1 emerging to 2. Sing songs and recites rhymes and refrains with repeating initial sounds
(1.10). Use one to two words to communicate (ask questions or signal needs) so that the communication is understood by family and familiar adults most of the time.	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 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
Language	
LL 2: Comprehend and use increasingly complex and varied vocabulary.	
(1.1). Demonstrate positional words with body movement or through gestures.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down)
(1.2). Use words such as “mama” and “dada”.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
(1.3). Attempt to say new word offered by an adult (e.g., “That is a bird, can you say bird?”).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations

Reading: Literature and Information in Print	
LL 3: Develop an interest in books and their characteristics.	
(1.1). Look at books independently and with an adult.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
(1.2). Select a book to look at and/or take it to an adult to read.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
(1.3). Attends to picture books on own and with an adult for sustained periods of time.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
(1.4). Turn pages of a book held by an adult, but not necessarily from front to back or page by page.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
LL 4: Comprehend stories and information from books and other print materials.	
(1.1). Identify pictures of specific characters, scenes, or objects that are part of a book when asked.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
(1.2). Look to an adult for the name of an object or character portrayed in a picture within a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
(1.3). Anticipate familiar elements in a story as indicated by gestures or facial expression (e.g., show of excitement, and mimicking sounds).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
(1.4). With prompting and support, point to pictures of favorite characters or familiar objects in a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

(1.5). Point to a picture or illustration in a story book and look to an adult for the name of the object or character.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Reading: Foundational Skills	
LL 5: Demonstrate understanding of the organization and basic features of print.	
(1.1). Point to pictures and words in book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
(1.2). Recognize and respond to own name.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).	
(1.1). Make vowel-like sounds or a variety of consonant and vowel sounds.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
(1.2). Imitate inflection.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
(1.3). Communicate using sounds, words and/or gestures.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
(1.4). Copy some motions of adults during fingerplays.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games

(1.5). Participate in sound and word play.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
(1.6). Say first word.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Writing	
LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
(1.1). Dot or scribble with crayons, may progress to vertical lines.	19. Demonstrates emergent writing skills 19a. Writes name 1. Scribbles or marks 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
(1.2). Holds marker or crayon with the fist.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper
(1.3). Scribble or make random marks on paper.	19. Demonstrates emergent writing skills 19a. Writes name 1. Scribbles or marks 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
(1.4). Scribble, as if writing.	19. Demonstrates emergent writing skills 19a. Writes name 1. Scribbles or marks 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks

Older Toddlers (16 - 36 months)	
Speaking and Listening	
LL 1: Comprehend or understand and use language.	
(2.1). Identify some body parts when asked.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
(2.2). Understand simple questions such as, "Where is your blanket?"	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
(2.3). Show understanding of words through response (e.g., going to get a diaper when told it is time for diaper change).	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
(2.4). Use short phrases combined with gestures and intonation to communicate.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
(2.5). Ask "what's that?" questions repeatedly.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
(2.6). Engage in short conversations with others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
(2.7). Understand a pause in the conversation is a signal to take a turn.	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>(2.8). Share experiences using simple 2-3 word combinations.</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>(2.9). Repeat phrases or key words to simple rhymes and finger plays.</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games</p>
<p>(2.10). Imitate words and actions to simple rhymes and finger plays.</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>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games</p>
<p>(2.11). Combine two to three words to make phrases, simple sentences or to ask questions, such as “Where Mommy?”</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 3 emerging to 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
<p>(2.12). Is easily understood by family and familiar adults.</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>Language</p>	
<p>LL 2: Comprehend and use increasingly complex and varied vocabulary.</p>	
<p>(2.1). With prompting and support, respond to opposite words during games and activities.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted</p>

(2.2). Sing and act out motions using a variety of positional words.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)
(2.3). Talk about the actions of others.	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
(2.4). Use pronouns “me”, “you”, and “I”.	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
(2.5). Use name of self and of other people.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
(2.6). Name some objects or people in books.	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
(2.7). Use simple sentences and questions that incorporate expanding vocabulary.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
Reading: Literature and Information in Print	
LL 3:. Develop an interest in books and their characteristics.	
(2.1). Identify a favorite book by its cover and find a favorite book on the shelf by its cover when prompted.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

(2.2). Rotate book to get picture right side up.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
(2.3). Hold a book and looks at one page at a time.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
(2.4). Pretends to read.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
LL 4: Comprehend stories and information from books and other print materials.	
(2.1). Answer simple questions about pictures that go with print read aloud.	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
(2.2). Recognize when an adult misreads or skips a section of a familiar story and offer correction.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
(2.3). Make up stories while turning pages of book.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
(2.4). Recite simple phrases or words from familiar stories (e.g., Chicka Chicka Boom Boom).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
(2.5). With prompting and support, name or identify 1-2 character(s) from a story and or 1-2 pieces of information remembered from and informational text read aloud.	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

(2.6). Is attentive when an adult explains a new word or introduces a new concept.	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
(2.7). Point to the picture on a page and ask, "What's that?"	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
(2.8). Look at a picture or illustration and describe what is happening (e.g., "Boy running").	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
(2.9). With prompting and support, demonstrate understanding of what will happen next in familiar stories.	18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adult prompting
Reading: Foundational Skills	
LL 5:. Demonstrate understanding of the organization and basic features of print.	
(2.1). Rotate book to get picture right side up.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
(2.2). Look at one page at a time.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
(2.3). Recognize a word with the first letter of a child's name in it as being connected to the child's name (e.g., pointing to a word with the first letter of a child's name in it and the child says, "That's my name.").	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name
(2.4). Identify familiar logos in the environment (e.g., the child asks for French fries when seeing the "Golden Arches").	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

(2.5). Associate symbols or pictures with objects or places in the environment.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).	
(2.1). Participate in group rhymes and songs using words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds
(2.2). Recognize sounds in the environment (e.g., a horn honking, a train whistle blowing, dogs barking, etc.).	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
(2.3). Participate in word play games and repeat sounds made by adults.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
(2.4). Participate in sound and word play by imitating the movements and sounds of adults.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
(2.5). Repeat familiar words.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
(2.6). Use words combined with gestures and intonations to communicate.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations

Writing	
LL 7:. Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
(2.1). Scribble and/or produce mock letters with markers, crayons, paints, etc. and imitate marks.	19. Demonstrates emergent writing skills 19a. Writes name 2. Controlled linear scribbles 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
(2.2). Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 5 emerging to 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
(2.3). Scribble with intent to represent something observed and/or convey a message.	19. Demonstrates emergent writing skills 19a. Writes name 2. Controlled linear scribbles 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
(2.4). Show interest in using writing for a purpose.	19. Demonstrates emergent writing skills 19a. Writes name 2. Controlled linear scribbles 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles

<p>(2.5). Make repeated marks on the page using circles, horizontal, and vertical lines.</p>	<p>19. Demonstrates emergent writing skills 19a. Writes name 2. Controlled linear scribbles</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles</p>
<p>(2.6). Recognize difference between picture and print.</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>
<p>(2.7). Explore interactive toys that are models of digital tools such as computers.</p>	<p>28. Uses tools and other technology to perform tasks</p>
<p>Three-Year-Olds (36 - 48 months)</p>	
<p>Speaking and Listening</p>	
<p>LL 1:. Comprehend or understand and use language.</p>	
<p>(3.1). Follow two-step directions.</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>
<p>(3.2). Demonstrate understanding of simple questions and requests.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
<p>(3.3). Answer some simple “who”, “what” and “where” questions.</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges</p>

<p>(3.4). Listen and respond attentively to simple conversations.</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges</p>
<p>(3.5). Use phrases and/or simple sentences and questions.</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>(3.6). Ask “why” questions.</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges</p>
<p>(3.7). With prompting and support, act out familiar stories, rhymes and finger plays.</p>	<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>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously</p>
<p>(3.8). Use phrases and/or simple sentences that convey a complete thought, “Tommy ate the cookie,” that is easily understood by family and most people outside the home.</p>	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words</p> <p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences</p>
<p>(3.9). Ask questions that may incorporate expanding vocabulary.</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>

Language	
LL 2: Comprehend and use increasingly complex and varied vocabulary.	
(3.1). With prompting and support, demonstrate understanding of simple concepts such as opposites and positions.	<p>13. Uses classification skills 5 emerging to 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <p>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</p>
(3.2). Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud.	<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>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 5 emerging to 6. Engages in conversations of at least three exchanges</p> <p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time</p>
Reading: Literature and Information in Print	
LL 3: Develop an interest in books and their characteristics.	
(3.1). Find a specific book by looking at the cover.	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
(3.2). Identify the front cover of a book.	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>

<p>(3.3). Hold book properly and look at pages of a book from left to right, pretending to read.</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
<p>(3.4). Imitate teacher reading a story.</p>	<p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
<p>(3.5). With prompting and support, demonstrate and understand that people write stories and draw pictures in books.</p>	<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>(3.6). Shows an interest in illustrations.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>
<p>LL 4: Comprehend stories and information from books and other print materials.</p>	
<p>(3.1). Answer simple questions about print that has been read aloud several times.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>
<p>(3.2). Retell a simple story with pictures or other props to use as prompts.</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>(3.3). With prompting and support, identify characters from a story and information from an informational text read aloud.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>

(3.4). With prompting and support, talk about unknown vocabulary words in a text or story read aloud.	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
(3.5). Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
(3.6). Use pictures and illustrations of a text to tell a story.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
(3.7). With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
(3.8). Demonstrate understanding of what will happen next in familiar stories.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Foundational Skills	
LL 5: Demonstrate understanding of the organization and basic features of print.	
(3.1). With prompting and support, track across a page or along printed words from top to bottom and left to right.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 3 emerging to 4. Indicates where to start reading and the direction to follow
(3.2). Identify name on personal property.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
(3.3). With prompting and support, demonstrate an understanding that letters are combined to make words.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 1 emerging to 2. Shows understanding that text is meaningful and can be read

<p>(3.4). Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters).</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name</p> <p>16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 4. Produces the correct sounds for 10–20 letters</p>
<p>(3.5). Identify some letters in own name.</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name</p>
<p>LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).</p>	
<p>(3.1). With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs.</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 5 emerging to 6. Decides whether two words rhyme</p> <p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 3 emerging to 4. Shows awareness that some words begin the same way</p>
<p>(3.2). With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word).</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>(3.3). With prompting and support, show an awareness of beginning sounds in words.</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 3 emerging to 4. Shows awareness that some words begin the same way</p>
<p>(3.4). With prompting and support, attend to activities or word play that emphasizes beginning sounds in words.</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 3 emerging to 4. Shows awareness that some words begin the same way</p>

<p>(3.5). Engage in word play activities in songs and rhymes.</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games</p> <p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds</p>
<p>Writing</p>	
<p>LL 7:. Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p>	
<p>(3.1). Experiment with a variety of writing tools, materials, and surfaces.</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>(3.2). Use early stages of writing to form shapes and letter-like symbols to convey ideas.</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>
<p>(3.3). Engage in tactile experiences creating letters and other forms.</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>

<p>(3.4). Imitate marks made by adult or older child (approximations).</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>
<p>(3.5). Describe picture and/ or dictate story to caretaker.</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>
<p>(3.6). With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games).</p>	<p>28. Uses tools and other technology to perform tasks</p>
<p>Four-Year-Olds (48 - 60 months)</p>	
<p>Speaking and Listening</p>	
<p>LL 1: Comprehend or understand and use language.</p>	
<p>(4.1). Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>
<p>(4.2). Listen and respond attentively to conversations.</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges</p>
<p>(4.3). With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion).</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 5 emerging to 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>

<p>(4.4). Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes, and choral speaking.</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>34. Explores musical concepts and expression</p> <p>36. Explores drama through actions and language</p>
<p>(4.5). Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people.</p>	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words</p> <p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences</p>
<p>(4.6). Ask questions about a specific topic, activity, and/or text read aloud.</p>	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words</p> <p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences</p>
<p>Language</p>	
<p>LL 2: Comprehend and use increasingly complex and varied vocabulary.</p>	
<p>(4.1). Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons.</p>	<p>12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p> <p>13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>

(4.2). Use new vocabulary acquired through conversations, activities, or listening to texts read aloud.	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>6. Describes and tells the use of many familiar items</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>6. Engages in conversations of at least three exchanges</p> <p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>4. Asks and answers questions about the text; refers to pictures</p>
Reading: Literature and Information in Print	
LL 3: Develop an interest in books and their characteristics.	
(4.1). Demonstrates how books are read, such as front-to-back and one page at a time.	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
(4.2). With prompting and support, describe the role of the author and illustrator of a text.	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>
LL 4: Comprehend stories and information from books and other print materials.	
(4.1). With prompting and support, ask and answer questions about print that is read aloud.	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
(4.2). With prompting and support, retell parts of a favorite story in sequence (first, next, and last).	<p>18. Comprehends and responds to books and other texts</p> <p>18c. Retells stories</p> <p>6. Retells a familiar story in proper sequence, including major events and characters</p>

<p>(4.3). With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud.</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>(4.4). With prompting and support, ask and answer questions about unknown words in a text read aloud.</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>(4.5). Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities.</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>(4.6). Recognize that texts can be stories (make-believe) or real (give information).</p>	<p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>
<p>(4.7). With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts.</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>(4.8). With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas.</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>(4.9). Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read.</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>

Reading: Foundational Skills	
LL 5: Demonstrate understanding of the organization and basic features of print.	
(4.1). With prompting and support, demonstrate that print is read left to right and top to bottom.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 3 emerging to 4. Indicates where to start reading and the direction to follow
(4.2). With limited guidance, track across a page or along printed words from top to bottom and left to right.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 3 emerging to 4. Indicates where to start reading and the direction to follow
(4.3). With prompting and support, identify own first name in print among two to three other names; point to printed name when asked.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 5 emerging to 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
(4.4). With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
(4.5). Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order 16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 5 emerging to 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).	
(4.1). With prompting and support, recognize and produce rhyming words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 7 emerging to 8. Generates a group of rhyming words when given a word

<p>(4.2). With prompting and support count, pronounce, blend, and segment syllables in spoken words using actions.</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 3 emerging to 4. Hears and shows awareness of separate syllables in words</p>
<p>(4.3). With prompting and support, orally blend onset and rime in single syllable spoken words.</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 5 emerging to 6. Verbally separates and blends onset and rime</p>
<p>(4.4). Repeat alliteration during word play in order to recognize words with a common initial (first) sound.</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words</p>
<p>Writing</p>	
<p>LL 7:. Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p>	
<p>(4.1). Use a variety of writing tools in an appropriate manner showing increasing muscular control.</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>(4.2). Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event.</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 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings</p>
<p>(4.3). With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games).</p>	<p>28. Uses tools and other technology to perform tasks</p>

Social-Emotional Development	
Infants (Birth to 11 months)	
Social Relationships	
SE 1: Develop healthy relationships and interactions with peers and adults.	
(0.1). Notice and pay attention to others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
(0.2). Notice how others respond to his/her behaviors.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
(0.3). Explore a variety of things in the environment (e.g., reach for a toy, put a rattle in mouth).	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
(0.4). Participate in simple back and forth play and interaction with adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
(0.5). Attend and respond to familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
(0.6). Become frightened or distressed when separated from familiar caregiver.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
(0.7). Move or cry to seek attention and comfort from familiar adults.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
(0.8). Touch, smile, or babble to other infants.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions

Self-Concept and Self-Efficacy	
SE 2: Develop positive self-identify and sense of belonging.	
(0.1). Show awareness of body parts of self and others.	29. Demonstrates knowledge about self
(0.2). Express preferences for objects, activities and people.	29. Demonstrates knowledge about self
(0.3). Respond to his/her own name by movements or facial expressions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others 29. Demonstrates knowledge about self
SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
(0.1). Show that she/he expects results from own actions (e.g., repeat loud noise to gain attention, hit toy over and over to produce sound).	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
(0.2). Express pleasure at things he/she has done (e.g., wiggle, coo, laugh).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
(0.3). Actively explore toys, and objects in the environment.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
(0.4). Express preferences for objects, activities and people.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Self-Regulation	
SE 4: Regulate own emotions and behavior.	
(0.1). Respond to adult's expression of feelings (e.g., their facial and vocal expressions).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression

(0.2). Calm down when held, rocked, or talked to by a familiar adult.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
(0.3). Use simple behaviors to comfort self or ease distress (e.g., turns away when overstimulated).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
(0.4). Express basic feelings (e.g., fear, anger, surprise) through facial expressions, body movements, crying, smiling, laughing, and/or cooing.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
SE 5:. Regulate attention, impulses, and behavior.	
(0.1). Respond to having needs met.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
(0.2). Respond to changes in adult's tone of voice, expression, and visual cues (e.g., shaking head).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
Young Toddlers (9 - 18 months)	
Social Relationships	
SE 1:. Develop healthy relationships and interactions with peers and adults.	
(1.1). Recognize and react to feelings in others (e.g., offers toy to crying peer).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
(1.2). Repeat actions that elicit social responses from others (e.g., smiles at others or begins to babble).	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
(1.3). Show interest in a variety of things, people, and objects.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions

(1.4). Play alongside another child (parallel or mirror play) for brief periods.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
(1.5). Become frightened or distressed when separated from familiar caregiver.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
(1.6). Show preference for familiar caregivers (e.g. following caregiver around the room, cry when caregiver leaves).	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
(1.7). Use familiar adults as “secure base” by glancing back to caregiver while playing.	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
(1.8). Enjoy playing next to or close to other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
(1.9). Interact briefly with other children by gesturing or offering a toy.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
Self-Concept and Self-Efficacy	
SE 2: Develop positive self-identify and sense of belonging.	
(1.1). Recognize self in mirror.	29. Demonstrates knowledge about self
(1.2). Develop preferences to food, toys, games, textures, etc.	29. Demonstrates knowledge about self
(1.3). Express own desires and preferences.	29. Demonstrates knowledge about self
SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
(1.1). Try new tasks with encouragement from adults.	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

(1.2). Show joy, pleasure, and/ or excitement over accomplishments.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
(1.3). Demonstrate a willingness to explore the environment and try experiences in the presence of a familiar caregiver.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
(1.4). Express certain preferences.	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
(1.5). Make simple choices with guidance from adults.	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
Self-Regulation	
SE 4:. Regulate own emotions and behavior.	
(1.1). Respond to adult's expression of feelings (e.g., their facial and vocal expressions).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
(1.2). Seek comfort in daily routines, activities, and familiar adults.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
(1.3). Use body to express emotions (e.g., hugging mother, throwing a toy when angry).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
SE 5:. Regulate attention, impulses, and behavior.	
(1.1). Respond to simple rules and routines.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults

(1.2). Accept some redirection from adults.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
(1.3). Act on impulses (e.g., pull mother's hair or reach for another child's bottle).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
(1.4). Develop a capacity to wait for needs to be met when responded to promptly and consistently.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Older Toddlers (16 - 36 months)	
Social Relationships	
SE 1: Develop healthy relationships and interactions with peers and adults.	
(2.1). Sometimes recognize the feelings of others and respond with words and/or behaviors to express care and concern (e.g., "Becky is crying").	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
(2.2). Make connection between choice and consequence that follows.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
(2.3). Notice differences in others, objects, and environment.	30. Shows basic understanding of people and how they live
(2.4). Engage in social play alongside other children and, on occasion, with other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups
(2.5). Follow adult guidance to respond to conflict.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
(2.6). Show affection for adults that care for him/her on a regular basis.	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

(2.7). Willingness to explore, but will seek help from trusted adults in new situations or when fearful.	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
(2.8). Interact more regularly with one or two familiar children.	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates
Self-Concept and Self-Efficacy	
SE 2: Develop positive self-identify and sense of belonging.	
(2.1). Express own desires and preferences.	29. Demonstrates knowledge about self
(2.2). Identify self in photographs.	29. Demonstrates knowledge about self
(2.3). Express self-awareness using "Me" or "mine."	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases 29. Demonstrates knowledge about self
SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
(2.1). Demonstrate confidence when completing familiar tasks.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
(2.2). Express preferences and may have strong emotions and/or actions (e.g., may say "no" to adult).	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
(2.3). Use some language to express feelings of pleasure over accomplishments (e.g., says "I did it!" after using potty successfully).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
(2.4). Try new experiences with adult prompting and support.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

(2.5). Make simple choices with guidance from adults.	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
Self-Regulation	
SE 4:. Regulate own emotions and behavior.	
(2.1). Recognize feelings when named by an adult.	29. Demonstrates knowledge about self
(2.2). Find comfort in rituals and routines (e.g., uses special “lovey” or comfort object for naptime) with adult assistance as needed.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
(2.3). Express more complex emotions through behaviors, facial expression and some words.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
SE 5:. Regulate attention, impulses, and behavior.	
(2.1). Show some understanding of simple rules and routines with adult support.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
(2.2). Accept some redirection from adults.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
(2.3). Respond positively to choices and limits set by an adult to help control their behavior.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Three-Year-Olds (36 - 48 months)	
Social Relationships	
SE 1: Develop healthy relationships and interactions with peers and adults.	
(3.1). Sometimes recognize the feelings others are expressing and acts appropriately when others are happy, sad, angry or afraid (e.g., comforts a friend who gets hurt).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
(3.2). Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
(3.3). Demonstrate emerging awareness and respect for differences between people (culture, ethnicity, abilities, and disabilities).	30. Shows basic understanding of people and how they live
(3.4). Work or play cooperatively with other children with some direction from adults.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
(3.5). Resolve conflict with peers by following suggestions from an adult.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems
(3.6). Show affection for adults that care for him/her on a regular basis.	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
(3.7). Demonstrate interactions with a few adults who are less familiar.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
(3.8). Occasionally play with the same one or two children for a short time.	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates
(3.9). Describe one or two children as their friends.	2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while

(3.10). Join in with a small group of children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Self-Concept and Self-Efficacy	
SE 2:. Develop positive self-identify and sense of belonging.	
(3.1). Recognize self in terms of basic preferences, characteristics, and skills.	29. Demonstrates knowledge about self
SE 3:. Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
(3.1). Demonstrate confidence in completing familiar tasks.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
(3.2). Actively explore the environment and begin to try new experiences.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
(3.3). Make choices between two or three options (e.g., chooses milk or juice).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Self-Regulation	
SE 4:. Regulate own emotions and behavior.	
(3.1). Recognize and name basic emotions (happy, mad, sad) in self.	29. Demonstrates knowledge about self
(3.2). Express own ideas, interests, and feelings through words or actions.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
SE 5:. Regulate attention, impulses, and behavior.	
(3.1). With prompting and support, follow rules and routines.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

<p>(3.2). With prompting and support, respond appropriately during teacher-guided and child- initiated activities.</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>(3.3). Cooperate and begin to focus attention during teacher-guided and child-initiated activities.</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>(3.4). With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.).</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification</p>
<p>Four-Year-Olds (48 - 60 months)</p>	
<p>Social Relationships</p>	
<p>SE 1: Develop healthy relationships and interactions with peers and adults.</p>	
<p>(4.1). Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others).</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately</p>
<p>(4.2). Express empathy and sympathy for others.</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately</p>
<p>(4.3). Demonstrate understanding of how one's words and actions affect others.</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately</p>
<p>(4.4). Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities).</p>	<p>30. Shows basic understanding of people and how they live</p>

(4.5). Play cooperatively with small group of peers for a sustained time.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
(4.6). Demonstrate cooperation with peers by sharing, taking turns, etc.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
(4.7). Resolve conflict with peers on their own sometimes.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems
(4.8). Seek help from adults when in conflict with peer, if needed.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
(4.9). Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem-solving.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
(4.10). Develop and maintain positive relationships with peers.	2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while
Self-Concept and Self-Efficacy	
SE 2:. Develop positive self-identify and sense of belonging.	
(4.1). Describe self, referring to characteristics, preferences, thoughts, and feelings.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
SE 3:. Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
(4.1). Demonstrate confidence in range of abilities and express pride in accomplishments.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

(4.2). Attempt new experiences with confidence.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
(4.3). Make choices or decisions from a range of options.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Self-Regulation	
SE 4:. Regulate own emotions and behavior.	
(4.1). Recognize and accurately label the feelings of self.	29. Demonstrates knowledge about self
(4.2). Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
SE 5:. Regulate attention, impulses, and behavior.	
(4.1). Follow rules and routines and adapt to changes in rules and routines.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
(4.2). Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
(4.3). With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.).	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification

Cognitive Development and General Knowledge	
Infants (Birth to 11 months)	
(CC). Creative Thinking and Expression	
CC 1:. Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	
(0.1). Show interest and respond to different voices and sounds.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
(0.2). Listen and respond to music by moving their bodies.	35. Explores dance and movement concepts
CC 2:. Develop an appreciation for visual arts from different culture and create various forms of visual arts.	
(0.1). Respond to or show interest in visual stimuli (e.g., mobiles, stuffed animals, prints, art work, etc.).	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 33. Explores the visual arts
CC 3:. Explore roles and experiences through dramatic art and play.	
(0.1). Observe and imitate the actions of others (e.g., imitates mother's facial expression, holds a baby doll while mother holds a baby).	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
(0.2). Explore toys and other objects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
(0.3). Use everyday items (e.g., pots and pans, wooden spoons, cups) in their play.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

(CM). Mathematics	
CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.	
(0.1). Attend to an adult counting.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
(0.2). Respond to adult question of whether or not they want more.	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more
CM 2: Understand basic patterns, concepts, and operations.	
(0.1). Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape).	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.	
(0.1). Play with toys and other objects of different sizes and weights.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
CM 4: Understand shapes, their properties, and how objects are related to one another in space.	
(0.1). Explore various shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 1 emerging to 2. Matches two identical shapes
(0.2). Move their body in space and observe people and objects as they move through space.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds

(CS). Science	
CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).	
(0.1). Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
(0.2). Repeat actions that cause changes in objects or people (e.g., shake rattle to make a noise).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
(0.3). Occasionally use simple problem-solving strategies to explore objects.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
(0.4). Shows curiosity in living creatures, objects, and materials they can see, hear or feel.	25. Demonstrates knowledge of the characteristics of living things
CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).	
(0.1). Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand).	27. Demonstrates knowledge of Earth's environment
(0.2). Show interest and curiosity in objects.	26. Demonstrates knowledge of the physical properties of objects and materials
CS 3: Acquire scientific knowledge related to life science (properties of living things).	
(0.1). Show interest and curiosity in plants and living creatures.	25. Demonstrates knowledge of the characteristics of living things
(0.2). Look at and explore different parts of human body and living creatures.	25. Demonstrates knowledge of the characteristics of living things
CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).	
(0.1). Respond to the current weather conditions.	27. Demonstrates knowledge of Earth's environment

(CSS). Social Studies	
CSS 1:. Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.	
(0.1). Recognize familiar people.	31. Explores change related to familiar people or places
(0.2). Show anticipation of events in daily routine and activities.	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 30. Shows basic understanding of people and how they live
CSS 2:. Describe people, events, and symbols of the past and present.	
(0.1). Show interest in people.	30. Shows basic understanding of people and how they live
(0.2). Recognize familiar people.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen 30. Shows basic understanding of people and how they live
(0.3). Show interest in holiday, cultural, and/or birthday celebrations for family members and peers.	30. Shows basic understanding of people and how they live
CSS 3:. Develop an awareness of geographic locations, maps, and landforms.	
(0.1). Explore the immediate environment (inside and outside with adult supervision).	27. Demonstrates knowledge of Earth's environment
CSS 4:. Demonstrate awareness of culture and other characteristics of groups of people.	
(0.1). Respond to music from various cultures; especially those from their own culture (e.g., lullabies or simple songs).	29. Demonstrates knowledge about self

(0.2). Look at books or pictures of homes that are similar to those found in their own community.	29. Demonstrates knowledge about self
CSS 5:. Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
(0.1). Notice others carrying out routines and responsibilities.	30. Shows basic understanding of people and how they live
(0.2). Respond to changes in adult's tone of voice, expression, or visual cues (e.g., shaking head).	30. Shows basic understanding of people and how they live
CSS 6:. Demonstrate an awareness of basic economic concepts.	
(0.1). Express preferences for food, toys, etc. through vocalizations, gestures and facial expressions.	30. Shows basic understanding of people and how they live
Young Toddlers (9 - 18 months)	
(CC). Creative Thinking and Expression	
CC 1:. Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	
(1.1). Imitate sounds and movements to favorite songs or music.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
(1.2). Make sounds using musical toys and other objects (e.g. push toys, toys that make sounds or music, wooden blocks, etc.).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment 34. Explores musical concepts and expression
(1.3). Move their bodies in simple ways (e.g., sway, clap hands) and use objects to produce sounds and/or music.	35. Explores dance and movement concepts

CC 2: Develop an appreciation for visual arts from different cultures and create various forms of visual arts.	
(1.1). Show interest in visual stimuli such as wall hangings, paintings, pictures, or photographs.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 33. Explores the visual arts
(1.2). Explore art materials (e.g., mouthing, banging, grasp crayon in hand, make marks on paper, etc.).	33. Explores the visual arts
CC 3: Explore roles and experiences through dramatic art and play.	
(1.1). Use one object to represent another object.	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
(1.2). Imitate voice inflections and facial expressions from a character in a story.	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
(1.3). Imitate more than one action seen previously (e.g., picks up phone and paces while jabbering).	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 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
(CM). Mathematics	
CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.	
(1.1). Participate in simple counting activities.	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)

(1.2). Understand the concepts of “more” and “all.”	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
CM 2:. Understand basic patterns, concepts, and operations.	
(1.1). Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape).	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
(1.2). Imitate simple movement patterns.	35. Explores dance and movement concepts
(1.3). Participate in comparing objects/toys by one observable/ physical attribute (e.g., color, size, shape).	13. Uses classification skills 2. Matches similar objects
(1.4). Match/group a small number of objects together based on one observable/physical attribute (e.g., color, size, shape).	13. Uses classification skills 2. Matches similar objects
(1.5). Participate in activities that combine and separate groups/sets of objects.	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
CM 3:. Understand attributes and relative properties of objects as related to size, capacity, and area.	
(1.1). With adult support, notice differences in the size of objects.	22. Compares and measures 1 emerging to 2. Makes simple comparisons between two objects
(1.2). Participate in activities that compare the size and weight of objects.	22. Compares and measures 2. Makes simple comparisons between two objects
CM 4:. Understand shapes, their properties, and how objects are related to one another in space.	
(1.1). Explore the ways shapes and objects fit together (e.g., if a piece comes off a toy, put it back on; solve one- or two-piece puzzles).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
(1.2). Move their body to follow simple directions related to position in space (e.g., on, under, up, down).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down)

(CS). Science	
CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).	
(1.1). Use all five senses to observe and explore living things, objects, materials, and changes that take place in the immediate environment.	26. Demonstrates knowledge of the physical properties of objects and materials
(1.2). Notice cause and effect relationships (e.g., notice that a toy dropped from a high chair always falls to the floor makes a clanging sound when it hits the floor).	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
(1.3). Repeat action to cause desired effect (e.g., hit button on a musical toy to make the music play, fill a bucket with sand, knock it over and watch the sand pour out).	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
(1.4). Try different ways of solving a problem (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 24. Uses scientific inquiry skills
(1.5). Show interest and curiosity in living creatures, objects, and materials, and in changes they can see, hear or feel.	25. Demonstrates knowledge of the characteristics of living things
(1.6). Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 24. Uses scientific inquiry skills

(1.7). Verbally or non-verbally communicate what they see, hear or feel for living creatures, objects, materials or changes that happen in the environment.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
CS 2:. Acquire scientific knowledge related to physical science (properties of objects and materials).	
(1.1). Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand).	27. Demonstrates knowledge of Earth's environment
(1.2). Use toys and other objects to make things happen (e.g., kick a ball to knock down some blocks, use a shovel to scoop sand into a bucket).	26. Demonstrates knowledge of the physical properties of objects and materials
(1.3). Watch how balls, toys and other objects move.	26. Demonstrates knowledge of the physical properties of objects and materials
CS 3:. Acquire scientific knowledge related to life science (properties of living things).	
(1.1). Explore the characteristics of living creatures (e.g., touches caregiver's face, looks intently at a leaf, or grabs the cat's tail).	25. Demonstrates knowledge of the characteristics of living things
(1.2). Notice differences in characteristics of living creatures and plants (e.g., parts of a plant, animals with fur versus scales, big and small people).	25. Demonstrates knowledge of the characteristics of living things
(1.3). Participate in caring for living creatures and/or plants (e.g., feed fish, water plants in the classroom).	25. Demonstrates knowledge of the characteristics of living things
(1.4). Notice and explore differences in characteristics of living creatures and plants (e.g., a little plant versus a big plant, a baby animal versus a full-grown animal).	25. Demonstrates knowledge of the characteristics of living things
(1.5). Show where common parts of an animal or human are when named by adult (e.g., point to the dog's ear, show me your foot).	25. Demonstrates knowledge of the characteristics of living things
CS 4:. Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).	
(1.1). Notice the current weather conditions.	27. Demonstrates knowledge of Earth's environment

(1.2). Participate in stories, songs, and finger plays about seasons and the weather.	27. Demonstrates knowledge of Earth's environment
(1.3). Observe and name objects found in the daytime or nighttime sky (e.g., sun, moon).	27. Demonstrates knowledge of Earth's environment
(1.4). Participate in stories, songs, and finger plays about day and night.	27. Demonstrates knowledge of Earth's environment
(CSS). Social Studies	
CSS 1:. Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.	
(1.1). Remember familiar people (e.g., object permanence).	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 31. Explores change related to familiar people or places
(1.2). Show anticipation of events in daily routine.	30. Shows basic understanding of people and how they live
CSS 2:. Describe people, events, and symbols of the past and present.	
(1.1). Differentiate between person attached to/family members and others.	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 30. Shows basic understanding of people and how they live
(1.2). Participate in holiday, cultural and/or birthday celebrations for family members and peers.	30. Shows basic understanding of people and how they live
CSS 3:. Develop an awareness of geographic locations, maps, and landforms.	
(1.1). Move from one area to another to explore the environment.	27. Demonstrates knowledge of Earth's environment

(1.2). Assist with classroom clean-up routines such as picking up toys.	27. Demonstrates knowledge of Earth's environment
CSS 4:. Demonstrate awareness of culture and other characteristics of groups of people.	
(1.1). Participate in simple ways in rhymes and music from various cultures.	30. Shows basic understanding of people and how they live
(1.2). Listen for short periods of time and look at pictures of shelters/homes in different geographic regions.	30. Shows basic understanding of people and how they live
CSS 5:. Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
(1.1). Participate in simple routines with adult support (e.g., putting away toys or handing out napkins).	30. Shows basic understanding of people and how they live
(1.2). Respond to guidance when redirected or given one word instructions.	30. Shows basic understanding of people and how they live
(1.3). Notice community workers they see on a regular basis (e.g., persons who collect the garbage, etc.).	30. Shows basic understanding of people and how they live
CSS 6:. Demonstrate an awareness of basic economic concepts.	
(1.1). Communicate desire for objects and/or persons that are in the classroom or home.	29. Demonstrates knowledge about self
Older Toddlers (16 - 36 months)	
(CC). Creative Thinking and Expression	
CC 1:. Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	
(2.1). Move and dance to favorite songs and music.	35. Explores dance and movement concepts

<p>(2.2). Participate in familiar songs and finger plays.</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 34. Explores musical concepts and expression</p>
<p>(2.3). Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/ or rhythm from music with help from adults.</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 34. Explores musical concepts and expression</p>
<p>(2.4). Respond to changes in tone and melody.</p>	<p>34. Explores musical concepts and expression</p>
<p>(2.5). Move their bodies creatively.</p>	<p>35. Explores dance and movement concepts</p>
<p>(2.6). Use objects and/or their voice to produce sounds and/or music that is unique or creative.</p>	<p>34. Explores musical concepts and expression</p>
<p>CC 2:. Develop an appreciation for visual arts from different culture and create various forms of visual arts.</p>	
<p>(2.1). Choose to participate in various forms of art activities.</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments 33. Explores the visual arts</p>
<p>(2.2). Select materials and make decisions about how to create their own art (that may represent their own culture).</p>	<p>33. Explores the visual arts</p>
<p>(2.3). Choose to participate in various forms of art activities.</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments 33. Explores the visual arts</p>

(2.4). Use a variety of tools and materials to create art.	33. Explores the visual arts
CC 3: Explore roles and experiences through dramatic art and play.	
(2.1). Observe and/or engage in short dramatic performances with adult support.	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
(2.2). Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions.	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
(2.3). Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play.	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 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
(2.4). Use one object to represent another object.	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
(CM). Mathematics	
CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.	
(2.1). Recite the number list to count to 6.	20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
(2.2). With prompting and support, count up to 3 and then backwards from 3.	20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object

(2.3). Tell “how many” after counting a set of three or fewer items (e.g., fingers, blocks, crayons).	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
(2.4). Understand the concepts of “one” and “two” (e.g., parent says, “take just one cookie”).	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
(2.5). With prompting and support, counts one to three objects using one-to-one correspondence when doing simple routines.	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
(2.6). Identify one or two written numerals when named.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals
(2.7). Can match one or two written numerals with the correct amount of objects.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals
(2.8). Understand the concepts of “more,” “all” or “none”.	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
(2.9). Visually compare two sets of objects and identify which set has more.	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
CM 2:. Understand basic patterns, concepts, and operations.	
(2.1). Show interest in patterns that can be seen in the everyday environment (e.g., stringing beads, colored carpet squares, blocks of different shapes).	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life

(2.2). Copy simple movement or rhythmic patterns.	35. Explores dance and movement concepts
(2.3). Group/sort 3 to 4 objects by one feature into two or more groups based on observable/ physical characteristics (e.g., group toy animals into piles of bears, cats and dogs) with little assistance.	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
(2.4). Participate in activities that combine and separate groups/sets of objects.	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
(2.5). Participate in songs, finger plays and stories that illustrate combining and taking away objects/ items (e.g., Five Little Pumpkins, Anno's Magic Seeds, One More Bunny).	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
(2.6). Participate in simple story problems created with objects and/ or manipulatives.	13. Uses classification skills 2. Matches similar objects 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
CM 3:. Understand attributes and relative properties of objects as related to size, capacity, and area.	
(2.1). Compare the size or weight of two objects and identify which one is longer/ taller/ heavier than the other.	22. Compares and measures 2. Makes simple comparisons between two objects
(2.2). Manipulate, handle, and use a variety of measurement tools in play.	22. Compares and measures 2. Makes simple comparisons between two objects
(2.3). Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh objects, or measure ingredients during a cooking activity).	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
CM 4:. Understand shapes, their properties, and how objects are related to one another in space.	
(2.1). Recognize at least two basic shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)

(2.2). Point to a shape that has a specific attribute (e.g., round, straight sides).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
(2.3). Solve simple puzzles that require two pieces to fit together.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
(2.4). Participate in creating simple shapes using objects or other materials.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
(2.5). Move their body and move objects to follow simple directions related to position (e.g., in, on, under, over, up and down) and proximity (e. g., beside, between).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)
(CS). Science	
CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).	
(2.1). Use all five senses to observe living things, objects, materials, changes that take place, and relationships.	26. Demonstrates knowledge of the physical properties of objects and materials
(2.2). Talk about what they see, hear, and are able to touch in the environment with adult support.	27. Demonstrates knowledge of Earth's environment
(2.3). Use simple tools to observe living things, objects and materials (e.g., magnifying glass, sifter).	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
(2.4). Show an understanding of cause and effect relationships (e.g., pushes a stack of blocks to watch them fall).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

(2.5). Try alternative solutions to solve problems (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 24. Uses scientific inquiry skills
(2.6). Ask why and how questions about what they see, hear and feel when observing living creatures, objects and materials.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
(2.7). Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 24. Uses scientific inquiry skills
(2.8). Talk about observations made about living creatures, objects, materials and changes that happen.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
CS 2:. Acquire scientific knowledge related to physical science (properties of objects and materials).	
(2.1). Talk about observations of objects and materials in the indoor and outdoor environment.	27. Demonstrates knowledge of Earth's environment
(2.2). Explore changes in objects and materials (e.g., see what happens when water and dirt are combined, observe how food changes when cooked, etc.).	26. Demonstrates knowledge of the physical properties of objects and materials
(2.3). Explore tools and simple machines that can be used to move, combine, or change objects and materials (e.g., a hammer, lever, pulley, ramp, etc.).	28. Uses tools and other technology to perform tasks
(2.4). With adult supervision, explore sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound).	26. Demonstrates knowledge of the physical properties of objects and materials
(2.5). Explore different ways balls, toys and other objects move.	26. Demonstrates knowledge of the physical properties of objects and materials

CS 3: Acquire scientific knowledge related to life science (properties of living things).	
(2.1). With prompting and support, explore and talk about common characteristics of living creatures and plants.	25. Demonstrates knowledge of the characteristics of living things
(2.2). Compare one living creature or plant with another and talk about the similarities and differences observed.	25. Demonstrates knowledge of the characteristics of living things
(2.3). Care for living creatures and/or plants with direction from adults (e.g., feed the fish or hamster, water plants in the classroom).	25. Demonstrates knowledge of the characteristics of living things
(2.4). Follow adults' guidance on how to act appropriately when near living things.	25. Demonstrates knowledge of the characteristics of living things
(2.5). Talk about how very young plants and living creatures are different from full- grown plants and living creatures.	25. Demonstrates knowledge of the characteristics of living things
(2.6). Use simple words to name common plants, animals, and human body parts when asked by an adult.	25. Demonstrates knowledge of the characteristics of living things
CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).	
(2.1). Talk about the common weather conditions of the current season (e.g., in summer, talk about how hot it is).	27. Demonstrates knowledge of Earth's environment
(2.2). Point to types of clothing needed for current seasonal weather conditions.	27. Demonstrates knowledge of Earth's environment
(2.3). Talk about the current weather conditions.	27. Demonstrates knowledge of Earth's environment
(2.4). Notice features of the sky such as daylight, darkness, sun, moon, etc.	27. Demonstrates knowledge of Earth's environment
(2.5). Identify the sky's different characteristics during night and day.	27. Demonstrates knowledge of Earth's environment

(CSS). Social Studies	
CSS 1:. Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.	
(2.1). Respond to changes in routines or schedules (may be a positive or negative response).	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 30. Shows basic understanding of people and how they live
(2.2). Remember familiar people, events and objects (e.g., object permanence).	31. Explores change related to familiar people or places
(2.3). Demonstrate memory of reoccurring events through actions or words (e.g., "After lunch, I will hear a story.").	31. Explores change related to familiar people or places
CSS 2:. Describe people, events, and symbols of the past and present.	
(2.1). Name immediate family members, caregivers and peers.	30. Shows basic understanding of people and how they live
(2.2). Point out family members, caregivers and peers in a picture.	30. Shows basic understanding of people and how they live
(2.3). Recognize familiar people even though there may be slight differences in their appearance (e.g., hat or new haircut).	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 30. Shows basic understanding of people and how they live
(2.4). Participates in songs, fingerplays and stories about familiar objects associated with local, state and national symbols.	30. Shows basic understanding of people and how they live
(2.5). Participate in holiday, cultural and/or birthday celebrations related to family and the local community.	30. Shows basic understanding of people and how they live

CSS 3:. Develop an awareness of geographic locations, maps, and landforms.	
(2.1). Recognize some familiar places, such as child care, home, store, relative's house.	32. Demonstrates simple geographic knowledge
(2.2). Know the location of objects and places in familiar environments (e.g., goes to shelf where toys are stored when asked to get a specific toy).	32. Demonstrates simple geographic knowledge
(2.3). Play with and explore items such as maps or simple diagrams of the classroom.	32. Demonstrates simple geographic knowledge
(2.4). Help to throw away trash when asked.	27. Demonstrates knowledge of Earth's environment
(2.5). Assist adult with daily clean-up routines (e.g., put manipulatives back in to bucket, throw napkin into trash, etc.).	27. Demonstrates knowledge of Earth's environment
CSS 4:. Demonstrate awareness of culture and other characteristics of groups of people.	
(2.1). Participate in rhymes and music from various cultures.	30. Shows basic understanding of people and how they live
(2.2). Communicate about the home that he/she lives in.	29. Demonstrates knowledge about self
(2.3). Listen to books and stories and look at pictures of shelters/homes in other geographic regions.	30. Shows basic understanding of people and how they live
CSS 5:. Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
(2.1). With adult support and guidance, carry out some routines and responsibilities in the classroom (e.g., picking up toys, cleaning up table, watering plants setting out snack, etc.).	30. Shows basic understanding of people and how they live
(2.2). Follow rules with adult support.	30. Shows basic understanding of people and how they live
(2.3). Accept redirection from adult.	30. Shows basic understanding of people and how they live
(2.4). Identify simple rules.	30. Shows basic understanding of people and how they live
(2.5). Identify various familiar workers in the community (e.g., doctor, nurse).	30. Shows basic understanding of people and how they live

CSS 6:. Demonstrate an awareness of basic economic concepts.	
(2.1). Use play money in play activities.	30. Shows basic understanding of people and how they live
(2.2). Use props related to buying and selling items during play (e.g., a toy cash register, play money, etc.).	30. Shows basic understanding of people and how they live
(2.3). Indicate wants and needs through words and gestures.	30. Shows basic understanding of people and how they live
Three-Year-Olds (36 - 48 months)	
(CC). Creative Thinking and Expression	
CC 1:.. Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	
(3.1). Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement.	34. Explores musical concepts and expression
(3.2). Participate in songs and finger plays.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 34. Explores musical concepts and expression
(3.3). Use instruments, sounds/ words, and/or their bodies to imitate or produce their own beat and/or rhythm.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 34. Explores musical concepts and expression
(3.4). Identify changes in tempo when listening to music.	34. Explores musical concepts and expression
(3.5). Replicate changes in tempo.	34. Explores musical concepts and expression
(3.6). Use instruments, props, and body to respond creatively to music.	34. Explores musical concepts and expression 35. Explores dance and movement concepts

CC 2:. Develop an appreciation for visual arts from different culture and create various forms of visual arts.	
(3.1). With prompting and support, describe what they like and do not like about various forms of art.	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 33. Explores the visual arts
(3.2). Describe general features (color, size, objects included) of a piece of art work.	33. Explores the visual arts
(3.3). Create artistic works with different types of art materials, tools and techniques through individual and group art activities.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
CC 3:. Explore roles and experiences through dramatic art and play.	
(3.1). Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater).	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
(3.2). With prompting and support, role play or use puppets to act out stories.	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
(3.3). Recreate real-life experiences (that may reflect their home culture or language) through pretend play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
(3.4). Use one object to represent another object.	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

(CM). Mathematics	
CM 1.: Understand numbers, ways of representing numbers, and relationships between number and quantities.	
(3.1). Verbally counts by ones to 10.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
(3.2). With prompting and support, count up to 5 and then backwards from 5.	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
(3.3). Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
(3.4). Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
(3.5). Identify some written numerals but not in sequence.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals
(3.6). With prompting and support, match four or five numerals with the correct number of objects.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 3 emerging to 4. Identifies numerals to 5 by name and connects each to counted objects
(3.7). Count two sets of objects and identify which set has more/ less/fewer.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects

(3.8). Identify an object or person as first.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
CM 2: Understand basic patterns, concepts, and operations.	
(3.1). Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm).	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
(3.2). Sort and classify five or more objects by one feature into two or more groups based on observable/ physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group.	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
(3.3). Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer.	20. Uses number concepts and operations 20b. Quantifies 5 emerging to 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
(3.4). Participate in songs, finger plays and stories that illustrate combining and taking away objects/ items (e.g., Five Little Pumpkins, Anno's Magic Seeds, One More Bunny).	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
(3.5). Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3.	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 20. Uses number concepts and operations 20b. Quantifies 5 emerging to 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
CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.	
(3.1). Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/ not heavy).	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

(3.2). Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter.	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
(3.3). Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale).	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
(3.4). Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity).	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
CM 4.: Understand shapes, their properties, and how objects are related to one another in space.	
(3.1). Recognize basic shapes in the environment in two- and three-dimension forms.	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
(3.2). With prompting and support, name the attributes of two shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 5 emerging to 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
(3.3). Create, simple shapes using objects or other materials.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
(3.4). Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house).	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
(3.5). With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 7 emerging to 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

(3.6). Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside).	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
(CS). Science	
CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).	
(3.1). Use all five senses to observe living things, objects, materials, changes that take place, and relationships.	26. Demonstrates knowledge of the physical properties of objects and materials
(3.2). Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features.	27. Demonstrates knowledge of Earth's environment
(3.3). Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets).	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
(3.4). Show an understanding of cause and effect relationships that are observed immediately.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 24. Uses scientific inquiry skills
(3.5). With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 24. Uses scientific inquiry skills

(3.6). Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
(3.7). Participate in simple scientific investigations.	24. Uses scientific inquiry skills
(3.8). With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 24. Uses scientific inquiry skills
(3.9). With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment").	24. Uses scientific inquiry skills
CS 2:. Acquire scientific knowledge related to physical science (properties of objects and materials).	
(3.1). With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid).	26. Demonstrates knowledge of the physical properties of objects and materials
(3.2). Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.).	28. Uses tools and other technology to perform tasks
(3.3). With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.).	26. Demonstrates knowledge of the physical properties of objects and materials
(3.4). Watch how balls, toys and other objects move and use different strategies to change their speed of motion.	26. Demonstrates knowledge of the physical properties of objects and materials
CS 3:. Acquire scientific knowledge related to life science (properties of living things).	
(3.1). With prompting and support, explore, observe, and describe a variety of living creatures and plants.	25. Demonstrates knowledge of the characteristics of living things

(3.2). Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.).	25. Demonstrates knowledge of the characteristics of living things
(3.3). Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom).	25. Demonstrates knowledge of the characteristics of living things
(3.4). Follow adults' guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl).	25. Demonstrates knowledge of the characteristics of living things
(3.5). Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes.	25. Demonstrates knowledge of the characteristics of living things
(3.6). Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics).	25. Demonstrates knowledge of the characteristics of living things
CS 4:. Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).	
(3.1). Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler).	27. Demonstrates knowledge of Earth's environment
(3.2). Name the types of clothing needed for different seasons.	27. Demonstrates knowledge of Earth's environment
(3.3). Identify the characteristics of current weather conditions.	27. Demonstrates knowledge of Earth's environment
(3.4). Describe objects found in the day or night time sky.	27. Demonstrates knowledge of Earth's environment
(3.5). Talk about how the sky changes from night to day.	27. Demonstrates knowledge of Earth's environment
(CSS). Social Studies	
CSS 1:. Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.	
(3.1). Use words to describe events or activities that happened at an earlier time (e.g., "after we had snack" or "last night").	31. Explores change related to familiar people or places

<p>(3.2). Remember familiar people even though they may not have seen them for a while.</p>	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 31. Explores change related to familiar people or places</p>
<p>(3.3). Describe the sequence of daily routines.</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>(3.4). Participate in conversations about familiar people and/or events from the recent past (e.g., what the class did earlier in the day or week).</p>	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 31. Explores change related to familiar people or places</p>
<p>CSS 2:. Describe people, events, and symbols of the past and present.</p>	
<p>(3.1). Look at pictures of self or a family member, caregiver, or peer from the recent past and recognize the person even though she/he looks different from what she/he looks like in the present.</p>	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 30. Shows basic understanding of people and how they live</p>
<p>(3.2). With prompting and support, identify symbolic objects and pictures of local, state, and/or national symbols such as the American flag or bald eagle.</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>(3.3). Recognize familiar aspects of community/cultural symbols in books (e.g., Grandma's Gumbo) and songs (e.g., Alligator).</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>(3.4). Participate in and talk about local cultural events, holidays and/or celebrations.</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>CSS 3:. Develop an awareness of geographic locations, maps, and landforms.</p>	
<p>(3.1). Participate in walks and field trips to different places in the community.</p>	<p>32. Demonstrates simple geographic knowledge</p>

(3.2). Describe familiar places such as the home, center/ family day home, etc.	32. Demonstrates simple geographic knowledge
(3.3). Describe the location of items/areas in the classroom and places in home and community.	32. Demonstrates simple geographic knowledge
(3.4). Draw or use blocks or other materials to represent places or things he/she has seen.	32. Demonstrates simple geographic knowledge
(3.5). Recognize and name a map and a globe.	32. Demonstrates simple geographic knowledge
(3.6). Look at a simple map and find various features/parts of the map with support and guidance.	32. Demonstrates simple geographic knowledge
(3.7). Participate in conversations about how people can take care of the natural environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders).	27. Demonstrates knowledge of Earth's environment
(3.8). Identify and use appropriate trash receptacles independently.	27. Demonstrates knowledge of Earth's environment
(3.9). Participate in daily clean-up activities.	27. Demonstrates knowledge of Earth's environment
CSS 4:. Demonstrate awareness of culture and other characteristics of groups of people.	
(3.1). Participate in music, dance, and other traditions from various cultures.	30. Shows basic understanding of people and how they live 35. Explores dance and movement concepts
(3.2). Show and talk about objects, food, and customs from own family or culture.	30. Shows basic understanding of people and how they live
(3.3). Identify homes that are similar to and/or different from own home.	29. Demonstrates knowledge about self
(3.4). With prompting and support, describe pictures of shelters/homes in other geographic regions.	30. Shows basic understanding of people and how they live
(3.5). Identify the characteristics of one's own home.	29. Demonstrates knowledge about self
CSS 5:. Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
(3.1). Describe classroom and/or home responsibilities (e.g., "I pick up toys" or "I set the table.").	30. Shows basic understanding of people and how they live

(3.2). With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack).	30. Shows basic understanding of people and how they live
(3.3). Follow many rules with little support.	30. Shows basic understanding of people and how they live
(3.4). Identify rules that are used at home or in the classroom.	30. Shows basic understanding of people and how they live
(3.5). Tell why rules are important.	30. Shows basic understanding of people and how they live
(3.6). Describe the roles of various familiar community helpers/workers.	30. Shows basic understanding of people and how they live
(3.7). Imitate the roles of familiar community workers.	30. Shows basic understanding of people and how they live
CSS 6: Demonstrate an awareness of basic economic concepts.	
(3.1). Demonstrate an awareness of uses of money.	30. Shows basic understanding of people and how they live
(3.2). Demonstrate an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults.	30. Shows basic understanding of people and how they live
(3.3). Express wants and needs.	29. Demonstrates knowledge about self
Four-Year-Olds (48 - 60 months)	
(CC). Creative Thinking and Expression	
CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	
(4.1). Express thoughts and feelings through movement and musical activities.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
(4.2). Participate in different types of music activities, including songs, finger plays, and playing instruments.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 34. Explores musical concepts and expression

(4.3). Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
(4.4). Describe changes in tone, melody, rhythm, and tempo.	34. Explores musical concepts and expression
(4.5). Use instruments, props, and body creatively to express self through music and movement.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
CC 2:. Develop an appreciation for visual arts from different culture and create various forms of visual arts.	
(4.1). Observe and/or describe what they like and do not like about various forms of art and how it makes them feel.	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 33. Explores the visual arts
(4.2). Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included).	33. Explores the visual arts
(4.3). Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
CC 3:. Explore roles and experiences through dramatic art and play.	
(4.1). Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
(4.2). Role play or use puppets to act out stories or play a character.	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

(4.3). Represent fantasy and real-life experiences through pretend play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
(4.4). Use objects to represent other objects.	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
(CM). Mathematics	
CM 1.: Understand numbers, ways of representing numbers, and relationships between number and quantities.	
(4.1). Verbally count by ones to 20.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
(4.2). Count forward from a given number between 1 and 10, and count backward from 5.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
(4.3). Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
(4.4). Count out a specified number of objects from a set of 10 or fewer objects when asked.	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
(4.5). Identify written numerals 0-10 in the everyday environment.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects

(4.6). With prompting and support, match a number of objects with the correct written numeral from 0 – 10.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
(4.7). Compare sets of objects using same/different and more/less/ fewer.	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
(4.8). Identify an object's or person's position as first or last.	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
CM 2.: Understand basic patterns, concepts, and operations.	
(4.1). Recognize, copy, and extend patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
(4.2). Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort 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
(4.3). Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer.	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>(4.4). Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6.</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> <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>CM 3:. Understand attributes and relative properties of objects as related to size, capacity, and area.</p>	
<p>(4.1). Describe measurable attributes (length and weight) of objects and materials, using comparative words.</p>	<p>22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>(4.2). Put up to six objects in order by length (seriate).</p>	<p>22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>(4.3). Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight).</p>	<p>22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>(4.4). Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup).</p>	<p>22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>CM 4:. Understand shapes, their properties, and how objects are related to one another in space.</p>	
<p>(4.1). Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations.</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>(4.2). Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round).</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>

(4.3). Copy or replicate one or two dimensional shapes using a variety of materials.	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
(4.4). Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
(4.5). Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
(CS). Science	
CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).	
(4.1). Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed.	26. Demonstrates knowledge of the physical properties of objects and materials
(4.2). Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships.	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
(4.3). Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 24. Uses scientific inquiry skills

(4.4). Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
(4.5). Conduct simple scientific experiments.	24. Uses scientific inquiry skills
(4.6). Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats.	24. Uses scientific inquiry skills
(4.7). With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment," "hypothesis," "conclusion").	24. Uses scientific inquiry skills
CS 2:. Acquire scientific knowledge related to physical science (properties of objects and materials).	
(4.1). With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases).	26. Demonstrates knowledge of the physical properties of objects and materials
(4.2). Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps).	28. Uses tools and other technology to perform tasks
(4.3). Explore and describe sources of energy such as lights, bells and other sources of sound.	26. Demonstrates knowledge of the physical properties of objects and materials
(4.4). Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower.	26. Demonstrates knowledge of the physical properties of objects and materials
CS 3:. Acquire scientific knowledge related to life science (properties of living things).	
(4.1). Explore, observe, and describe a variety of living creatures and plants.	25. Demonstrates knowledge of the characteristics of living things
(4.2). Classify living creatures and plants into categories according to at least one characteristic.	25. Demonstrates knowledge of the characteristics of living things
(4.3). Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom).	25. Demonstrates knowledge of the characteristics of living things

(4.4). Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl).	25. Demonstrates knowledge of the characteristics of living things
(4.5). Describe plants' and living creatures' life cycles.	25. Demonstrates knowledge of the characteristics of living things
(4.6). Use basic vocabulary to name and describe plants and living creatures.	25. Demonstrates knowledge of the characteristics of living things
(4.7). Use basic vocabulary to describe similarities and differences between living creatures and plants.	25. Demonstrates knowledge of the characteristics of living things
CS 4:. Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).	
(4.1). Compare, and contrast seasonal changes where they live.	27. Demonstrates knowledge of Earth's environment
(4.2). Describe the types of clothing needed for different seasons.	27. Demonstrates knowledge of Earth's environment
(4.3). Describe the current weather and how weather conditions can change from day to day.	27. Demonstrates knowledge of Earth's environment
(4.4). Describe major features of the earth and sky, and how they change from night to day.	27. Demonstrates knowledge of Earth's environment
(CSS). Social Studies	
CSS 1:. Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.	
(4.1). Describe events, activities, and people from the past using appropriate vocabulary.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view 31. Explores change related to familiar people or places

(4.2). Initiate conversations about familiar places, people, and/ or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.).	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view 31. Explores change related to familiar people or places
CSS 2: Describe people, events, and symbols of the past and present.	
(4.1). Identify similarities/ differences between students, their families, and classroom members with those of the past.	30. Shows basic understanding of people and how they live
(4.2). Identify and name some local, state, and national symbols.	30. Shows basic understanding of people and how they live
(4.3). Describe familiar elements of the local community and culture.	30. Shows basic understanding of people and how they live
(4.4). Describe local, state, and national cultural events, celebrations, and holidays.	30. Shows basic understanding of people and how they live
CSS 3: Develop an awareness of geographic locations, maps, and landforms.	
(4.1). Demonstrate geographic knowledge of the geographic features of the classroom and community.	32. Demonstrates simple geographic knowledge
(4.2). Create representations of places, landforms, and roads he/she has seen through drawings and play activities.	32. Demonstrates simple geographic knowledge
(4.3). Recognize a globe/map as a representation of the earth.	32. Demonstrates simple geographic knowledge
(4.4). Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom).	32. Demonstrates simple geographic knowledge
(4.5). With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground.	32. Demonstrates simple geographic knowledge
(4.6). Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders).	27. Demonstrates knowledge of Earth's environment

(4.7). Participate in daily clean-up activities.	27. Demonstrates knowledge of Earth's environment
CSS 4:. Demonstrate awareness of culture and other characteristics of groups of people.	
(4.1). Explore music, dance, dress, foods, and traditions of own family and other cultures.	29. Demonstrates knowledge about self
(4.2). Discuss shelters/homes in various geographic regions.	30. Shows basic understanding of people and how they live
CSS 5:. Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
(4.1). Recognize their responsibility as a member of a family and classroom.	30. Shows basic understanding of people and how they live
(4.2). Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.).	30. Shows basic understanding of people and how they live
(4.3). Follow rules that have been established.	30. Shows basic understanding of people and how they live
(4.4). Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others.	30. Shows basic understanding of people and how they live
(4.5). Identify workers and their roles as citizens within the community.	30. Shows basic understanding of people and how they live
CSS 6:. Demonstrate an awareness of basic economic concepts.	
(4.1). Demonstrate awareness of the purpose of money through play activities.	30. Shows basic understanding of people and how they live
(4.2). Demonstrate the role of buyers and sellers in play activities.	30. Shows basic understanding of people and how they live
(4.3). Participate in conversations about wants and needs.	29. Demonstrates knowledge about self