



Alignment of

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

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WITH

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

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

**References**

North Carolina Foundations Task Force. (2013). *North Carolina foundations for early learning and development*. Raleigh, NC: Author. Retrieved from [http://ncchildcare.nc.gov/pdf\\_forms/NC\\_foundations.pdf](http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf)

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

<b>Approaches to Play and Learning</b>	
<b>Infants</b>	
<b>Curiosity, Information-Seeking, and Eagerness</b>	
<b>APL-1: Children show curiosity and express interest in the world around them.</b>	
APL-1a. Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near).	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
APL-1b. Show interest in themselves (watch own hands, play with own feet).	29. Demonstrates knowledge about self
APL-1c. React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams).	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
<b>APL-2: Children actively seek to understand the world around them.</b>	
APL-2a. Explore the indoor and outdoor environment using all available senses—smell, hear, see, feel and taste.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
APL-2b. With appropriate supports, move toward interesting people, sounds, objects, and activities.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>Play and Imagination</b>	
<b>APL-3: Children engage in increasingly complex play.</b>	
APL-3a. Show interest in other children playing (watch, turn toward).	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions  11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
APL-3b. Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others

APL-3c. Play with simple objects, using them to make sounds and other interesting results.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
APL-3d. Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
<b>APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>	
APL-4a. Use everyday household objects for play (spoons, pots and pans, plastic bowls).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 1 emerging to 2. Imitates actions of others during play; uses real objects as props
APL-4b. Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult’s attention).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 1 emerging to 2. Engages in simple back-and-forth exchanges with others
APL-4c. React to unexpected events with laughter and interest.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
<b>Risk-Taking, Problem-Solving, and Flexibility</b>	
<b>APL-5: Children are willing to try new and challenging experiences.</b>	
APL-5a. Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
APL-5b. Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp).	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
APL- 5c. Look to adult for cues and when reassured, proceed.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 1 emerging to 2. Demonstrates a secure attachment to one or more adults

<b>APL-6: Children use a variety of strategies to solve problems.</b>	
APL-6a. Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item).	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
APL-6b. Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor’s purse).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
APL-6c. Use trial and error to get something done, get what they want, or solve simple problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>Attentiveness, Effort, and Persistence</b>	
<b>APL-7: Children demonstrate initiative.</b>	
APL-7a. Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don’t like).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
APL-7b. Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the “feel” of it, exploring it with mouth or hand).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>APL-8: Children maintain attentiveness and focus.</b>	
APL-8a. Focus and attend to people and things around them.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
APL-8b. Repeat interesting actions over and over (push button to make toy pop up).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
APL-8c. Notice when the expected does not happen.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results

<b>APL-9: Children persist at challenging activities.</b>	
APL-9a. Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results

<b>Younger Toddlers</b>	
<b>Curiosity, Information-Seeking, and Eagerness</b>	
<b>APL-1: Children show curiosity and express interest in the world around them.</b>	
APL-1d. Imitate what others are doing.	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
APL-1e. Show curiosity about their surroundings (with pointing, facial expressions, words).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
APL-1f. Show pleasure when exploring and making things happen (clap, smile, repeat action again and again).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen
<b>APL-2: Children actively seek to understand the world around them.</b>	
APL-2c. Initiate activities that interest them and try to get others involved.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen
APL-2d. Use toys and other objects to make things happen (kick a ball, push a button on a toy).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen
APL-2e. Move toward people and things that are new and/or interesting.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen

<b>Play and Imagination</b>	
<b>APL-3: Children engage in increasingly complex play.</b>	
APL-3e. Play alongside other children, sometimes imitating their actions.	<p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p style="padding-left: 20px;">2. Plays near other children; uses similar materials or actions</p> <p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p style="padding-left: 20px;">2. Imitates actions of others during play; uses real objects as props</p>
APL-3f. Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car).	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p style="padding-left: 20px;">2. Imitates actions of others during play; uses real objects as props</p>
APL-3g. Take turns in simple games (pat-a-cake, peek-a-boo).	<p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p style="padding-left: 20px;">4. Takes turns</p>
APL-3h. Offer toys and objects to others.	<p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p style="padding-left: 20px;">4. Takes turns</p>
<b>APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>	
APL-4d. Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears).	<p>11. Demonstrates positive approaches to learning</p> <p>11e. Shows flexibility and inventiveness in thinking</p> <p style="padding-left: 20px;">2. Imitates others in using objects in new and/or unanticipated ways</p>



<b>Risk-Taking, Problem-Solving, and Flexibility</b>	
<b>APL-5: Children are willing to try new and challenging experiences.</b>	
APL-5d. Try unfamiliar experiences and interact with new people, with a familiar adult nearby.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
APL-5e. Move away from a familiar adult to explore, but check in frequently.	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
APL-5f. Show interest in toys that offer a challenge and try to work them.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen
<b>APL-6: Children use a variety of strategies to solve problems.</b>	
APL-6d. Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/ her; try to put a ball in a box—if it will not fit, gets a bigger box).	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
APL-6e. Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something).	11. Demonstrates positive approaches to learning 11c. Solves problems 1 emerging to 2. Reacts to a problem; seeks to achieve a specific goal
APL-6f. After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, speak).	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
APL-6g. Vary actions on purpose to solve a problem (bang, then turn shape to fit in sorter; shake handle, then pull, to open a drawer).	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
<b>Attentiveness, Effort, and Persistence</b>	
<b>APL-7: Children demonstrate initiative.</b>	
APL-7c. Express choices with actions or simple language (choose Cheerios or a cracker).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects

<p>APL-7d. Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs).</p>	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results</p>
<p><b>APL-8: Children maintain attentiveness and focus.</b></p>	
<p>APL-8d. Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes).</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p>
<p>APL-8e. Focus on an interesting activity or interaction shared with adults for a short period of time.</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p>
<p><b>APL-9: Children persist at challenging activities.</b></p>	
<p>APL-9b. Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket, engage a busy adult in play).</p>	<p>11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful</p>

<b>Older Toddlers</b>	
<b>Curiosity, Information-Seeking, and Eagerness</b>	
<b>APL-1: Children show curiosity and express interest in the world around them.</b>	
APL-1g. Discover things that interest and amaze them and seek to share them with others.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
APL-1h. Show pleasure in new skills and in what they have done.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
APL-1i. Watch what others are doing and often try to participate.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
<b>APL-2: Children actively seek to understand the world around them.</b>	
APL-2f. Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, become absorbed in figuring out a situation).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
APL-2g. Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
APL-2h. Communicate what they want to do or know using gestures, facial expressions, or words (ask “What dat?”).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects

<b>Play and Imagination</b>	
<b>APL-3: Children engage in increasingly complex play.</b>	
APL-3i. Try to involve other children in play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
APL-3j. Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
APL-3k. Play with others with a common purpose (play a chase game).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
APL-3l. Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and necktie).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
<b>APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>	
APL-4e. Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears).	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
APL-4f. Pretend to be somebody or something other than themselves.	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
APL-4g. Pretend one object is really something different (use Legos as food while stirring a pot).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else

<b>Risk-Taking, Problem-Solving, and Flexibility</b>	
<b>APL-5: Children are willing to try new and challenging experiences.</b>	
APL-5g. Explore freely without a familiar adult nearby.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
APL-5h. Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide).	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
APL-5i. Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, “I can do it.”).	11. Demonstrates positive approaches to learning 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks
APL-5j. Want to do things their own way (say “Me do it!”, push an adult’s hand away if the person is trying to help).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>APL-6: Children use a variety of strategies to solve problems.</b>	
APL-6h. Try a variety of strategies to get what they want or solve a problem.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful  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
APL-6i. Use language to obtain help to solve a problem (tell adults, “My car broke.”).	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it

<p>APL-6j. Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry).</p>	<p>11. Demonstrates positive approaches to learning                      11e. Shows flexibility and inventiveness in thinking                      4. Uses creativity and imagination during play and routine tasks</p>
<p><b>Attentiveness, Effort, and Persistence</b></p>	
<p><b>APL-7: Children demonstrate initiative.</b></p>	
<p>APL-7e. Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls).</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      4. Seeks to do things for self</p>
<p>APL-7f. Show increasing interest in performing tasks independently (put on jacket and try to zip it up).</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      4. Seeks to do things for self</p>
<p>APL-7g. Show and/or tell others what they have done.</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      4. Seeks to do things for self</p>
<p><b>APL-8: Children maintain attentiveness and focus.</b></p>	
<p>APL-8f. Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower).</p>	<p>11. Demonstrates positive approaches to learning                      11a. Attends and engages                      6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
<p>APL-8g. Keep working on interesting activities with other things going on around them.</p>	<p>11. Demonstrates positive approaches to learning                      11a. Attends and engages                      6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>

<b>APL-9: Children persist at challenging activities.</b>	
APL-9c. Seek help from others to complete a challenging activity.	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
APL-9d. Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit).	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks

<b>Younger Preschoolers</b>	
<b>Curiosity, Information-Seeking, and Eagerness</b>	
<b>APL-1: Children show curiosity and express interest in the world around them.</b>	
APL-1j. Discover things that interest and amaze them and seek to share them with others.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
APL-1k. Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	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
APL-1l. Show interest in a growing range of topics, ideas, and tasks.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
<b>APL-2: Children actively seek to understand the world around them.</b>	
APL-2i. Ask questions about the people and things around them.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
APL-2j. Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float).	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
APL-2k. Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen



<b>Play and Imagination</b>	
<b>APL-3: Children engage in increasingly complex play.</b>	
APL-3m. Engage in dramatic play themes that include interacting with other children, but often are not coordinated.	2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups  14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
APL-3n. Talk to peers and share materials during play.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
APL-3o. Engage in make-believe play with imaginary 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
APL-3p. Use language to begin and carry on play with others.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
APL-3q. Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else

<b>APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>	
APL-4h. Offer new ideas about how to do or make things.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
APL-4i. Add new actions, props, or dress-up items to 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
APL-4j. Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
APL-4k. Experiment with language, musical sounds, and movement.	34. Explores musical concepts and expression
<b>Risk-Taking, Problem-Solving, and Flexibility</b>	
<b>APL-5: Children are willing to try new and challenging experiences.</b>	
APL-5k. Express a belief that they can do things that are hard.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs  11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
APL-5l. Choose to participate in an increasing variety of familiar and new experiences.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

<p>APL-5m. Accept new challenges when offered.</p>	<p>11. Demonstrates positive approaches to learning                      11b. Persists                      6. Plans and pursues a variety of appropriately challenging tasks</p> <p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                      6. Shows eagerness to learn about a variety of topics and ideas</p>
<p>APL-5n. Try things they are not sure they can do, while avoiding dangerous risks.</p>	<p>11. Demonstrates positive approaches to learning                      11b. Persists                      6. Plans and pursues a variety of appropriately challenging tasks</p>
<p><b>APL-6: Children use a variety of strategies to solve problems.</b></p>	
<p>APL-6k. Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).</p>	<p>11. Demonstrates positive approaches to learning                      11c. Solves problems                      4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
<p>APL-6l. Purposefully use a variety of strategies to solve different types of problems.</p>	<p>11. Demonstrates positive approaches to learning                      11c. Solves problems                      6. Solves problems without having to try every possibility</p>
<p>APL-6m. Talk to themselves to work through the steps to solve a problem.</p>	<p>11. Demonstrates positive approaches to learning                      11c. Solves problems                      6. Solves problems without having to try every possibility</p>
<p><b>Attentiveness, Effort, and Persistence</b></p>	
<p><b>APL-7: Children demonstrate initiative.</b></p>	
<p>APL-7h. Show increasing independence and purpose when making choices (“I want to go to blocks.”).</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      6. Demonstrates confidence in meeting own needs</p>
<p>APL-7i. Express goals or plans and follow through on them (“I’m going to draw my house.”).</p>	<p>11. Demonstrates positive approaches to learning                      11b. Persists                      6. Plans and pursues a variety of appropriately challenging tasks</p>

<b>APL-8: Children maintain attentiveness and focus.</b>	
APL-8h. Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking).	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
APL-8i. Remain engaged in more complex activities that they have chosen.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
APL-8j. Maintain focus and return to an activity after a break.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
<b>APL-9: Children persist at challenging activities.</b>	
APL-9e. Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	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
APL-9f. When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	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
APL-9g. Keep working to complete tasks, including those that are somewhat difficult.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks

<b>Older Preschoolers</b>	
<b>Curiosity, Information-Seeking, and Eagerness</b>	
<b>APL-1: Children show curiosity and express interest in the world around them.</b>	
APL-1m. Discover things that interest and amaze them and seek to share them with others.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
APL-1n. Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
APL-1o. Show interest in a growing range of topics, ideas, and tasks.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
APL-1p. Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>APL-2: Children actively seek to understand the world around them.</b>	
APL-2l. Ask questions to find out more about the things that interest them, including questions about future events.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
APL-2m. Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
APL-2n. Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

<b>Play and Imagination</b>	
<b>APL-3: Children engage in increasingly complex play.</b>	
APL-3r. Develop and sustain more complex pretend play themes in cooperation with peers.	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
APL-3s. Use more complex and varied language to share ideas and influence others during play.	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
APL-3t. Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).	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
APL-3u. Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”).	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
<b>APL-4: Children demonstrate creativity, imagination, and inventiveness.</b>	
APL-4l. Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks  14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

<p>APL-4m. Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.</p>	<p>11. Demonstrates positive approaches to learning                      11e. Shows flexibility and inventiveness in thinking                      4. Uses creativity and imagination during play and routine tasks</p> <p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<p>APL-4n. Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.</p>	<p>11. Demonstrates positive approaches to learning                      11e. Shows flexibility and inventiveness in thinking                      4. Uses creativity and imagination during play and routine tasks</p> <p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<p>APL-4o. Make up stories, songs, or dances for fun during play.</p>	<p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <p>34. Explores musical concepts and expression</p>
<p><b>Risk-Taking, Problem-Solving, and Flexibility</b></p>	
<p><b>APL-5: Children are willing to try new and challenging experiences.</b></p>	
<p>APL-5o. Express a belief that they can do things that are hard.</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      8. Takes responsibility for own well-being</p>
<p>APL-5p. Approach new experiences independently.</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      8. Takes responsibility for own well-being</p>

<p>APL-5q. Ask to participate in new experiences that they have observed or heard about.</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      8. Takes responsibility for own well-being</p> <p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                      6. Shows eagerness to learn about a variety of topics and ideas</p>
<p>APL-5r. Independently seek new challenges.</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      8. Takes responsibility for own well-being</p>
<p><b>APL-6: Children use a variety of strategies to solve problems.</b></p>	
<p>APL-6n. Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).</p>	<p>11. Demonstrates positive approaches to learning                      11c. Solves problems                      6. Solves problems without having to try every possibility</p>
<p>APL-6o. Describe the steps they will use to solve a problem.</p>	<p>11. Demonstrates positive approaches to learning                      11c. Solves problems                      6. Solves problems without having to try every possibility</p>
<p>APL-6p. Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.</p>	<p>11. Demonstrates positive approaches to learning                      11c. Solves problems                      6. Solves problems without having to try every possibility</p>
<p>APL-6q. Explain how they solved a problem to another person.</p>	<p>11. Demonstrates positive approaches to learning                      11c. Solves problems                      6. Solves problems without having to try every possibility</p>



<b>Attentiveness, Effort, and Persistence</b>	
<b>APL-7: Children demonstrate initiative.</b>	
APL-7j. Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors                             <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul> </li> <li>11. Demonstrates positive approaches to learning                             <ul style="list-style-type: none"> <li>11b. Persists                                     <ul style="list-style-type: none"> <li>6. Plans and pursues a variety of appropriately challenging tasks</li> </ul> </li> </ul> </li> <li>11. Demonstrates positive approaches to learning                             <ul style="list-style-type: none"> <li>11e. Shows flexibility and inventiveness in thinking                                     <ul style="list-style-type: none"> <li>6. Changes plans if a better idea is thought of or proposed</li> </ul> </li> </ul> </li> </ul>
APL-7k. Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors                             <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul> </li> <li>11. Demonstrates positive approaches to learning                             <ul style="list-style-type: none"> <li>11b. Persists                                     <ul style="list-style-type: none"> <li>6. Plans and pursues a variety of appropriately challenging tasks</li> </ul> </li> </ul> </li> <li>11. Demonstrates positive approaches to learning                             <ul style="list-style-type: none"> <li>11e. Shows flexibility and inventiveness in thinking                                     <ul style="list-style-type: none"> <li>6. Changes plans if a better idea is thought of or proposed</li> </ul> </li> </ul> </li> </ul>
APL-7l. Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”).	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning                             <ul style="list-style-type: none"> <li>11b. Persists                                     <ul style="list-style-type: none"> <li>6. Plans and pursues a variety of appropriately challenging tasks</li> </ul> </li> </ul> </li> <li>11. Demonstrates positive approaches to learning                             <ul style="list-style-type: none"> <li>11e. Shows flexibility and inventiveness in thinking                                     <ul style="list-style-type: none"> <li>6. Changes plans if a better idea is thought of or proposed</li> </ul> </li> </ul> </li> </ul>

<b>APL-8: Children maintain attentiveness and focus.</b>	
APL-8k. Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape).	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
APL-8l. Consistently remain engaged in self-directed activities.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
<b>APL-9: Children persist at challenging activities.</b>	
APL-9h. Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	11. Demonstrates positive approaches to learning 11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it
APL-9i. When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks  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
APL-9j. Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
APL-9k. Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).	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 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks

<b>Emotional and Social Development</b>	
<b>Infants</b>	
<b>Developing a Sense of Self</b>	
<b>ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>	
ESD-1a. Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies).	29. Demonstrates knowledge about self
ESD-1b. Show interest in their image in a mirror (stare, smile, reach out to touch).	29. Demonstrates knowledge about self
ESD-1c. Respond to their name with sounds or movement.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
ESD-1d. Express likes and dislikes (smile, cry, and protest).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
<b>ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>	
ESD-2a. Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
ESD-2b. Show pleasure at things they have done (wiggle, coo, laugh).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results

ESD-2c. Explore the environment with support from a familiar, trusted adult.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>Developing a Sense of Self With Others</b>	
<b>ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b>	
ESD-3a. Enjoy being held, cuddled, and talked to by familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
ESD-3b. Recognize and reach out to 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
ESD-3c. Seek to be near their caregivers; stop crying when they come near.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
ESD-3d. Show signs of separation anxiety when a familiar caregiver leaves.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
ESD-3e. Make eye contact with others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
ESD-3f. Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for “so big”).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
<b>ESD-4: Children form relationships and interact positively with other children.</b>	
ESD-4a. Notice other infants and children (look at them, turn in other’s direction, reach for them, touch them).	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds

<b>Learning About Feelings</b>	
<b>ESD-6: Children identify, manage, and express their feelings.</b>	
ESD-6a. Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
ESD-6b. Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
ESD-6c. Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy).	1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person
<b>ESD-7: Children recognize and respond to the needs and feelings of others.</b>	
ESD-7a. Become upset when another infant is crying.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
ESD-7b. Respond differently to positive vs. negative emotional expressions of others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions

<b>Younger Toddlers</b>	
<b>Developing a Sense of Self</b>	
<b>ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>	
ESD-1e. Show awareness of specific body parts.	29. Demonstrates knowledge about self
ESD-1f. Recognize themselves in a mirror (point to self, make faces in mirror).	29. Demonstrates knowledge about self
ESD-1g. Express choices with gestures, signs, or words (select a toy they want).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
<b>ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>	
ESD-2d. Explore the environment on their own, but check in with a familiar, trusted adult occasionally.	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
ESD-2e. Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen
ESD-2f. Bring others things they like or show them things they have done.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world

<b>Developing a Sense of Self With Others</b>	
<b>ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b>	
ESD-3g. Show preference for and emotional connection with adults who take care of them on a regular basis (“check in” with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult 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
ESD-3h. Offer toys and objects 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
<b>ESD-4: Children form relationships and interact positively with other children.</b>	
ESD-4b. Show pleasure at the arrival of familiar peers.	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
ESD-4c. Enjoy playing alongside other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
ESD-4d. Imitate actions of older siblings and playmates.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
ESD-4e. Offer toys and objects to other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups

<p><b>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b></p>	
<p>ESD-5a. Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look).</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                          1 emerging to 2. Indicates needs and wants; participates as adult attends to needs</p> <p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                          2. Vocalizes and gestures to communicate</p>
<p>ESD-5b. Follow simple directions some of the time.</p>	<p>8. Listens to and understands increasingly complex language                      8b. Follows directions                          4. Follows simple requests not accompanied by gestures</p>
<p>ESD-5c. Control impulses some of the time (look at forbidden object and say, “No, no,” allow adult to direct them to a different activity).</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                          4. Accepts redirection from adults</p>
<p>ESD-5d. Accept adult help to resolve problems and conflicts, and cooperate when an adult redirects them from a situation that poses a problem.</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                          4. Accepts redirection from adults</p>
<p><b>Learning About Feelings</b></p>	
<p><b>ESD-6: Children identify, manage, and express their feelings.</b></p>	
<p>ESD-6d. Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice.</p>	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                          2. Vocalizes and gestures to communicate</p>
<p>ESD-6e. Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout “Whee!” when excited).</p>	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                          2. Vocalizes and gestures to communicate</p>
<p>ESD-6f. Separate from parent or main caregiver without being overcome by stress.</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>ESD-6g. Find comfort and calm down in a familiar setting or with a familiar person.</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><b>ESD-7: Children recognize and respond to the needs and feelings of others.</b></p>	
<p>ESD-7c. Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).</p>	<p>2. Establishes and sustains positive relationships                  2b. Responds to emotional cues                  3 emerging to 4. Demonstrates concern about the feelings of others</p>
<p>ESD-7d. Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/tries to comfort).</p>	<p>2. Establishes and sustains positive relationships                  2b. Responds to emotional cues                  3 emerging to 4. Demonstrates concern about the feelings of others</p>
<p>ESD-7e. Match their tone and emotions to that of others during interactions.</p>	<p>2. Establishes and sustains positive relationships                  2b. Responds to emotional cues                  2. Reacts to others' emotional expressions</p>

<b>Older Toddlers</b>	
<b>Developing a Sense of Self</b>	
<b>ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>	
ESD-1h. Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, “I help Daddy!”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
ESD-1i. Use their own name or a personal pronoun to refer to themselves (I, me, and mine).	29. Demonstrates knowledge about self
ESD-1j. Make choices and have favorite clothes, toys, and activities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
<b>ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>	
ESD-2g. Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
ESD-2h. Explore the environment independently to satisfy their own interests (seek out toy or favorite materials).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
ESD-2i. Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, “I’m strong!”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
ESD-2j. Attempt to reach goals without help from others (push adult away, say “Me do it myself!”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

<p><b>Developing a Sense of Self With Others</b></p>	
<p><b>ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b></p>	
<p>ESD-3i. Form close relationships with their primary caregivers and other familiar adults.</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>ESD-3j. Seek help from trusted adults when upset (when fearful or having difficulty with something).</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>ESD-3k. Are less likely to get upset when primary caregiver is with them.</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>ESD-3l. Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do).</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>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><b>ESD-4: Children form relationships and interact positively with other children.</b></p>	
<p>ESD-4f. Show affection or preference for particular children (spontaneously hug, want to play, call other child a friend).</p>	<p>2. Establishes and sustains positive relationships                  2d. Makes friends                      1 emerging to 2. Seeks a preferred playmate; shows pleasure when seeing a friend</p>
<p>ESD-4g. Remember and use names of familiar playmates.</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>12. Remembers and connects experiences                  12a. Recognizes and recalls                      2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
<p>ESD-4h. Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me.").</p>	<p>2. Establishes and sustains positive relationships                  2c. Interacts with peers                      3 emerging to 4. Uses successful strategies for entering groups</p> <p>3. Participates cooperatively and constructively in group situations                  3b. Solves social problems                      3 emerging to 4. Seeks adult help to resolve social problems</p>
<p>ESD-4i. Participate in play with other children.</p>	<p>2. Establishes and sustains positive relationships                  2c. Interacts with peers                      4. Uses successful strategies for entering groups</p>
<p>ESD-4j. Show positive emotion and turn taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys).</p>	<p>3. Participates cooperatively and constructively in group situations                  3a. Balances needs and rights of self and others                      4. Takes turns</p>

<b>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b>	
ESD-5e. Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
ESD-5f. Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, runs outside).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
ESD-5g. Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults  1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
ESD-5h. Show caring and cooperation (help to put away toys, offer to help another person).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
ESD-5i. Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and support.	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
ESD-5j. Accept “no” without getting overly upset.	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification

<b>Learning About Feelings</b>	
<b>ESD-6: Children identify, manage, and express their feelings.</b>	
ESD-6h. Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
ESD-6i. Communicate to make needs known.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
ESD-6j. Manage emotions and control impulses with guidance and support (Say “I don’t like that!” instead of hitting; wait by door instead of running ahead when excited to go out).	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
ESD-6k. Display emotional outbursts less often.	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
<b>ESD-7: Children recognize and respond to the needs and feelings of others.</b>	
ESD-7f. Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
ESD-7g. Communicate concern for others (share a toy with someone who doesn’t have one, ask, “Are you OK?”).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
ESD-7h. Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately
ESD-7i. Recognize facial expressions or actions associated with different emotions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately

<b>Younger Preschoolers</b>	
<b>Developing a Sense of Self</b>	
<b>ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>	
ESD-1k. Describe self (characteristics that can be seen, things they can do, things they like, possessions).	29. Demonstrates knowledge about self
ESD-1l. Express a sense of belonging to a group (say “There’s Kirby from my class,” move to stand with own group upon request, “I am a girl.”).	29. Demonstrates knowledge about self
ESD-1m. Use own first and last name.	29. Demonstrates knowledge about self
ESD-1n. Choose activities they like and name their favorite activities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>	
ESD-2k. Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
ESD-2l. Express the belief that they can do many things.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
ESD-2m. Try new activities and attempt new challenges.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
<b>Developing a Sense of Self With Others</b>	
<b>ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b>	
ESD-3m. Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval).	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 3 emerging to 4. Seeks adult help to resolve social problems

ESD-3n. Show affection for adults they are close to.	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
ESD-3o. Given time, form positive relationships with new teachers or caregivers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
ESD-3p. Show ease and comfort in their interactions with familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
<b>ESD-4: Children form relationships and interact positively with other children.</b>	
ESD-4k. Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
ESD-4l. Form and maintain friendships with a few other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
ESD-4m. Identify another child as a friend.	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates
ESD-4n. Approach other children easily, expecting positive interactions.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
ESD-4o. Show ease and comfort in their interactions with familiar children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 5 emerging to 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children



<b>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b>	
ESD-5k. Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
ESD-5l. Often make requests clearly and effectively.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
ESD-5m. Show awareness that their actions affect others (move carefully around classmate’s block structure).	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
ESD-5n. Wait for a short time to get what they want (a turn with a toy, a snack).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
ESD-5o. Work to resolve conflicts effectively, with guidance and support.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
ESD-5p. Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures.	30. Shows basic understanding of people and how they live
<b>Learning About Feelings</b>	
<b>ESD-6: Children identify, manage, and express their feelings.</b>	
ESD-6l. Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
ESD-6m. Use a variety of words or signs to express and manage feelings more clearly.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
ESD-6n. Describe reasons for their feelings (“I’m sad because Grandma’s leaving.” “That makes me mad when you do that!”).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others

<p><b>ESD-7: Children recognize and respond to the needs and feelings of others.</b></p>	
<p>ESD-7j. Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others</p>
<p>ESD-7k. Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?").</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others</p>
<p>ESD-7l. Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others</p>
<p>ESD-7m. Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't.").</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately</p>

<b>Older Preschoolers</b>	
<b>Developing a Sense of Self</b>	
<b>ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</b>	
ESD-1o. Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”).	29. Demonstrates knowledge about self
ESD-1p. Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group).	30. Shows basic understanding of people and how they live
ESD-1q. Choose to spend more time on preferred activities, and express awareness of skills they are developing.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>	
ESD-2n. Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	29. Demonstrates knowledge about self
ESD-2o. Express the belief that they can do many things.	29. Demonstrates knowledge about self
ESD-2p. Stick with tasks even when they are challenging.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
ESD-2q. Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>Developing a Sense of Self With Others</b>	
<b>ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</b>	
ESD-3q. Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval).	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 3 emerging to 4. Seeks adult help to resolve social problems
ESD-3r. Form positive relationships with new teachers or caregivers over time.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests

<p>ESD-3s. Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something).</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>10. Uses appropriate conversational and other communication skills                      10b. Uses social rules of language                      6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
<p><b>ESD-4: Children form relationships and interact positively with other children.</b></p>	
<p>ESD-4p. Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).</p>	<p>3. Participates cooperatively and constructively in group situations                      3a. Balances needs and rights of self and others                      6. Initiates the sharing of materials in the classroom and outdoors</p>
<p>ESD-4q. Form and maintain friendships with other children of diverse cultural backgrounds and abilities.</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>ESD-4r. Seek and give support with children they identify as friends.</p>	<p>3. Participates cooperatively and constructively in group situations                      3a. Balances needs and rights of self and others                      6. Initiates the sharing of materials in the classroom and outdoors</p>
<p>ESD-4s. Use language effectively to have conversations with other children and influence another child’s behavior (negotiate sharing a toy, plan how to build a block tower together).</p>	<p>3. Participates cooperatively and constructively in group situations                      3b. Solves social problems                      6. Suggests solutions to social problems</p>
<p>ESD-4t. Play and interact cooperatively with other children (work on project together, exchange ideas).</p>	<p>3. Participates cooperatively and constructively in group situations                      3a. Balances needs and rights of self and others                      6. Initiates the sharing of materials in the classroom and outdoors</p>

<b>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b>	
ESD-5q. Follow social rules, transitions, and routines that have been explained to them.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
ESD-5r. Make requests clearly and effectively most of the time.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
ESD-5s. Balance their own needs with those of others in the group.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
ESD-5t. Anticipate consequences and plan ways to solve problems effectively, with guidance and support.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
ESD-5u. Use a variety of strategies to solve problems and conflicts with increasing independence.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
ESD-5v. Express respect and caring for all people, including people with disabilities and those from different cultures.	30. Shows basic understanding of people and how they live
<b>Learning About Feelings</b>	
<b>ESD-6: Children identify, manage, and express their feelings.</b>	
ESD-6o. Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
ESD-6p. Independently manage and express feelings effectively most of the time.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
ESD-6q. Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”).	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>ESD-6r. Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”).</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>ESD-6s. Use problem-solving strategies when feeling angry or frustrated.</p>	<p>1. Regulates own emotions and behaviors                  1a. Manages feelings                      6. Is able to look at a situation differently or delay gratification</p>
<p><b>ESD-7: Children recognize and respond to the needs and feelings of others.</b></p>	
<p>ESD-7n. Communicate understanding and empathy for others’ feelings.</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>ESD-7o. Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”).</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>ESD-7p. Choose to act in ways that show respect for others’ feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by 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>

<b>Health and Physical Development</b>	
<b>Infants</b>	
<b>Physical Health and Growth</b>	
<b>HPD-1: Children develop healthy eating habits.</b>	
HPD-1a. Show interest in feeding routines.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
HPD-1b. Help with feeding themselves (eat finger foods, hold bottle).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
HPD-1c. Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
HPD-1d. Show food preferences.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
HPD-1e. Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
HPD-1f. Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped 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
<b>HPD-2: Children engage in active physical play indoors and outdoors.</b>	
HPD-2a. Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over).	4. Demonstrates traveling skills 2. Moves to explore immediate environment
HPD-2b. Move their bodies to explore the indoor and outdoor environment.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
HPD-2c. Develop strength and stamina by continuing movements over short periods of time.	4. Demonstrates traveling skills 2. Moves to explore immediate environment

<b>HPD-3: Children develop healthy sleeping habits.</b>	
HPD-3a. Sleep for longer periods at a time (more at night, and less during the day).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
HPD-3b. Settle down and fall asleep after a routine that includes a familiar series of events.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
HPD-3c. Develop a personal sleep routine or pattern.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
<b>Motor Development</b>	
<b>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b>	
HPD-4a. Gain control of arm and leg movements.	5. Demonstrates balancing skills 2. Balances while exploring immediate environment
HPD-4b. Maintain upright posture when sitting and standing.	5. Demonstrates balancing skills 2. Balances while exploring immediate environment
HPD-4c. Move in and out of various positions by rolling, pushing up, and pulling to stand.	4. Demonstrates traveling skills 2. Moves to explore immediate environment  5. Demonstrates balancing skills 2. Balances while exploring immediate environment
HPD-4d. Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk).	4. Demonstrates traveling skills 2. Moves to explore immediate environment
<b>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b>	
HPD-5a. Use both hands to swipe at, reach for, grasp, hold, shake, and release objects.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
HPD-5b. Transfer objects from one hand to the other.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects



<p>HPD-5c. Use a pincer grasp to pick up an object with finger and thumb.</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully</p>
<p><b>Self-Care</b></p>	
<p><b>HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b></p>	
<p>HPD-6a. Use different sounds to let caregivers know they need attention.</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>HPD-6b. Begin to soothe themselves (suck thumb, find pacifier, reach for a security object).</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person</p>
<p><b>HPD-7: Children develop independence in caring for themselves and their environment.</b></p>	
<p>HPD-7a. Tolerate care routines (mouth care, hand-washing, diapering, dressing, and bathing).</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>HPD-7b. Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing).</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><b>Safety Awareness</b></p>	
<p><b>HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b></p>	
<p>HPD-8a. Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers).</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults</p>
<p>HPD-8b. Notice and imitate adults' reactions to new people and situations.</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  2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions</p>

<b>Younger Toddlers</b>	
<b>Physical Health and Growth</b>	
<b>HPD-1: Children develop healthy eating habits.</b>	
HP1-g. Try new foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
HPD-1h. Feed themselves with some assistance (may use hands, utensils or cups).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
HPD-1i. Ask for or accept food when hungry.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
HPD-1j. Eat enough to meet nutritional needs, even when amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
HPD-1k. Eat a variety of small pieces of age-appropriate table foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
<b>HPD-2: Children engage in active physical play indoors and outdoors.</b>	
HPD-2d. Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
HPD-2e. Anticipate and ask for outdoor play (point at door and say, “Out!”, resist coming indoors).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults  1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

<p>HPD-2f. Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over).</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>HPD-2g. Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time.</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><b>HPD-3: Children develop healthy sleeping habits.</b></p>	
<p>HPD-3d. Cooperate with sleep routines (choose a book, get preferred sleep toy).</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
<p>HPD-3e. Use simple sounds, gestures, or words to show they are tired (say, “Night, night.”).</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><b>Motor Development</b></p>	
<p><b>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b></p>	
<p>HPD-4e. Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor).</p>	<p>4. Demonstrates traveling skills 2. Moves to explore immediate environment</p> <p>5. Demonstrates balancing skills 2. Balances while exploring immediate environment</p>
<p>HPD-4f. Move their arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps).</p>	<p>4. Demonstrates traveling skills 2. Moves to explore immediate environment</p>
<p>HPD-4g. Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker).</p>	<p>4. Demonstrates traveling skills 4. Experiments with different ways of moving</p>

<b>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b>	
HPD-5d. Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball).	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
HPD-5e. Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
HPD-5f. Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects  7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper
<b>Self-Care</b>	
<b>HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b>	
HPD-6c. Use gestures, words, or sign language to communicate what they need.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
HPD-6d. Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch).	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person

<p><b>HPD-7: Children develop independence in caring for themselves and their environment.</b></p>	
<p>HPD-7c. Cooperate and help with care routines and cleanup (mouth-care, hand-washing, diapering, dressing, bathing).</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      4. Seeks to do things for self</p> <p>23. Demonstrates knowledge of patterns                      2. Shows interest in simple patterns in everyday life</p>
<p>HPD-7d. Drink from a cup and feed themselves with their fingers or a spoon.</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><b>Safety Awareness</b></p>	
<p><b>HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b></p>	
<p>HPD-8c. Watch for adult reactions to unfamiliar things or situations that might be dangerous.</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      4. Seeks to do things for self</p>
<p>HPD-8d. Show some caution about unfamiliar and/or unsafe situations.</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      4. Seeks to do things for self</p>
<p>HPD-8e. Respond to simple warnings that prevent harm (“Stop!” “Hot!” “Wait!”).</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                      4. Accepts redirection from adults</p> <p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      4. Seeks to do things for self</p>

<b>Older Toddlers</b>	
<b>Physical Health and Growth</b>	
<b>HPD-1: Children develop healthy eating habits.</b>	
HPD-1l. Try new foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HPD-1m. Feed themselves using utensils and hands.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
HPD-1n. Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
HPD-1o. Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>HPD-2: Children engage in active physical play indoors and outdoors.</b>	
HPD-2h. Develop strength and stamina by spending moderate periods of time playing vigorously.	4. Demonstrates traveling skills 4. Experiments with different ways of moving 5. Demonstrates balancing skills 4. Experiments with different ways of balancing
HPD-2i. Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
HPD-2j. With guidance and support, transition from active to quiet activities.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults

<b>HPD-3: Children develop healthy sleeping habits.</b>	
HPD-3f. Use language about sleep (say, “Time for bed,” after clearing lunch things; give sign for sleep).	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
HPD-3g. With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat).	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
HPD-3h. Fall asleep on their own.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>Motor Development</b>	
<b>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b>	
HPD-4h. Move their arms and legs to complete a task (kick, jump, step, pedal, push away).	5. Demonstrates balancing skills 5 emerging to 6. Sustains balance during simple movement experiences
HPD-4i. Move through the world with a variety of movements and with increasing independence (run, jump, pedal).	4. Demonstrates traveling skills 3 emerging to 4. Experiments with different ways of moving
HPD-4j. Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide).	4. Demonstrates traveling skills 4. Experiments with different ways of moving
HPD-4k. Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps).	4. Demonstrates traveling skills 4. Experiments with different ways of moving 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
<b>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b>	
HPD-5g. Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
HPD-5h. Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

<p>HPD-5i. Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel).</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><b>Self-Care</b></p>	
<p><b>HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b></p>	
<p>HPD-6e. Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).</p>	<p>1. Regulates own emotions and behaviors                  1c. Takes care of own needs appropriately                  4. Seeks to do things for self</p>
<p>HPD-6f. Soothe themselves when needed (find a quiet area for alone time, look at book before nap).</p>	<p>1. Regulates own emotions and behaviors                  1a. Manages feelings                  4. Comforts self by seeking out special object or person</p>
<p><b>HPD-7: Children develop independence in caring for themselves and their environment.</b></p>	
<p>HPD-7e. Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.</p>	<p>1. Regulates own emotions and behaviors                  1c. Takes care of own needs appropriately                  4. Seeks to do things for self</p>
<p>HPD-7f. Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting).</p>	<p>1. Regulates own emotions and behaviors                  1c. Takes care of own needs appropriately                  6. Demonstrates confidence in meeting own needs</p>
<p>HPD-7g. Feed themselves with a spoon.</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>HPD-7h. Help with meal and snack routines.</p>	<p>1. Regulates own emotions and behaviors                  1c. Takes care of own needs appropriately                  3 emerging to 4. Seeks to do things for self</p>
<p>HPD-7i. Take care of objects (put toys away, handle materials carefully, water plants or garden).</p>	<p>1. Regulates own emotions and behaviors                  1c. Takes care of own needs appropriately                  6. Demonstrates confidence in meeting own needs</p>



<b>Safety Awareness</b>	
<b>HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b>	
HPD-8f. Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations                         <ul style="list-style-type: none"> <li>4. Accepts redirection from adults</li> </ul> </li> <li>12. Remembers and connects experiences</li> <li>12a. Recognizes and recalls                         <ul style="list-style-type: none"> <li>4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</li> </ul> </li> </ul>
HPD-8g. Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations                         <ul style="list-style-type: none"> <li>5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul> </li> </ul>
HPD-8h. With guidance, recognize and avoid situations that might cause harm.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations                         <ul style="list-style-type: none"> <li>4. Accepts redirection from adults</li> </ul> </li> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately                         <ul style="list-style-type: none"> <li>6. Demonstrates confidence in meeting own needs</li> </ul> </li> </ul>

<b>Younger Preschoolers</b>	
<b>Physical Health and Growth</b>	
<b>HPD-1: Children develop healthy eating habits.</b>	
HPD-1p. Try new foods.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>6. Demonstrates confidence in meeting own needs</li> </ul>
HPD-1q. Feed themselves with utensils independently.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>6. Demonstrates confidence in meeting own needs</li> <li>7. Demonstrates fine-motor strength and coordination</li> <li>7a. Uses fingers and hands</li> <li>6. Uses refined wrist and finger movements</li> </ul>
HPD-1r. Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>6. Demonstrates confidence in meeting own needs</li> </ul>
<b>HPD-2: Children engage in active physical play indoors and outdoors.</b>	
HPD-2k. Develop strength and stamina by spending moderate periods of time playing vigorously.	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>6. Moves purposefully from place to place with control</li> </ul>
HPD-2l. Choose a variety of structured and unstructured physical activities indoors and outdoors.	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>6. Moves purposefully from place to place with control</li> </ul>
HPD-2m. Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>6. Moves purposefully from place to place with control</li> </ul>
HPD-2n. Transition from active to quiet activities with limited guidance and support.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations</li> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul>

<b>HPD-3: Children develop healthy sleeping habits.</b>	
HPD-3i. Recognize and communicate signs of being tired.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately                             <ul style="list-style-type: none"> <li>6. Demonstrates confidence in meeting own needs</li> </ul> </li> <li>9. Uses language to express thoughts and needs</li> <li>9a. Uses an expanding expressive vocabulary                             <ul style="list-style-type: none"> <li>5 emerging to 6. Describes and tells the use of many familiar items</li> </ul> </li> </ul>
HPD-3j. With increasing independence, start and participate in sleep routines.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately                             <ul style="list-style-type: none"> <li>6. Demonstrates confidence in meeting own needs</li> </ul> </li> </ul>
<b>Motor Development</b>	
<b>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b>	
HPD-4l. Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps.	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills                             <ul style="list-style-type: none"> <li>6. Moves purposefully from place to place with control</li> </ul> </li> </ul>
HPD-4m. Refine movements and show generally good coordination (e.g., throwing and catching).	<ul style="list-style-type: none"> <li>6. Demonstrates gross-motor manipulative skills                             <ul style="list-style-type: none"> <li>6. Manipulates balls or similar objects with flexible body movements</li> </ul> </li> </ul>
HPD-4n. Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology).	<ul style="list-style-type: none"> <li>6. Demonstrates gross-motor manipulative skills                             <ul style="list-style-type: none"> <li>5 emerging to 6. Manipulates balls or similar objects with flexible body movements</li> </ul> </li> </ul>
HPD-4o. Move their bodies in space with good coordination (running, hopping in place, galloping).	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills                             <ul style="list-style-type: none"> <li>6. Moves purposefully from place to place with control</li> </ul> </li> <li>5. Demonstrates balancing skills                             <ul style="list-style-type: none"> <li>6. Sustains balance during simple movement experiences</li> </ul> </li> </ul>
<b>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b>	
HPD-5j. Draw simple shapes and figures (square for block, circles).	<ul style="list-style-type: none"> <li>7. Demonstrates fine-motor strength and coordination</li> <li>7b. Uses writing and drawing tools                             <ul style="list-style-type: none"> <li>3 emerging to 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</li> </ul> </li> </ul>

<p>HPD-5k. Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh, work puzzles with smaller pieces).</p>	<p>7. Demonstrates fine-motor strength and coordination                      7a. Uses fingers and hands                      6. Uses refined wrist and finger movements</p>
<p>HPD-5l. Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools).</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><b>Self-Care</b></p>	
<p><b>HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b></p>	
<p>HPD-6g. Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      6. Demonstrates confidence in meeting own needs                       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>HPD-6h. Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner).</p>	<p>1. Regulates own emotions and behaviors                      1a. Manages feelings                      4. Comforts self by seeking out special object or person</p>
<p><b>HPD-7: Children develop independence in caring for themselves and their environment.</b></p>	
<p>HPD-7j. Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      6. Demonstrates confidence in meeting own needs</p>
<p>HPD-7k. Dress and undress themselves with occasional assistance.</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      6. Demonstrates confidence in meeting own needs</p>

HPD-7l. Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HPD-7m. Serve food for themselves.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HPD-7n. Help with routine care of the indoor and outdoor learning environment (recycle, care for garden).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HPD-7o. Name people who help children stay healthy.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>Safety Awareness</b>	
<b>HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b>	
HPD-8i. Know what their bodies can do, and play within their abilities to avoid injury to self or others.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HPD-8j. Usually recognize and avoid objects and situations that might cause harm.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HPD-8k. Usually follow basic safety rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
HPD-8l. Call a trusted adult when someone gets injured or is in an unsafe situation.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs  2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others

<b>Older Preschoolers</b>	
<b>Physical Health and Growth</b>	
<b>HPD-1: Children develop healthy eating habits.</b>	
HPD-1s. Try new foods.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul>
HPD-1t. Feed themselves with utensils independently.	<ul style="list-style-type: none"> <li>7. Demonstrates fine-motor strength and coordination</li> <li>7a. Uses fingers and hands</li> <li>6. Uses refined wrist and finger movements</li> </ul>
HPD-1u. Given a selection of familiar foods, identify which foods are nutritious and which are not.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul>
HPD-1v. Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul>
HPD-1w. Name foods and beverages that help to build healthy bodies.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul>
<b>HPD-2: Children engage in active physical play indoors and outdoors.</b>	
HPD-2o. Develop strength and stamina by spending extended periods of time playing vigorously.	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>8. Coordinates complex movements in play and games</li> <li>5. Demonstrates balancing skills</li> <li>8. Sustains balance during complex movement experiences</li> </ul>
HPD-2p. Communicate ways exercise keeps us healthy and makes us feel good.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> <li>9. Uses language to express thoughts and needs</li> <li>9a. Uses an expanding expressive vocabulary</li> <li>6. Describes and tells the use of many familiar items</li> </ul>

<p>HPD-2q. Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).</p>	<p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences</p>
<p>HPD-2r. Transition independently from active to quiet activities most of the time.</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><b>HPD-3: Children develop healthy sleeping habits.</b></p>	
<p>HPD-3k. Communicate ways sleep keeps us healthy and makes us feel good.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>
<p>HPD-3l. Independently start and participate in sleep routines most of the time.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>
<p><b>Motor Development</b></p>	
<p><b>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</b></p>	
<p>HPD-4p. Coordinate movement of upper and lower body.</p>	<p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p>
<p>HPD-4q. Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another).</p>	<p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p>
<p>HPD-4r. Move quickly through the environment and be able to stop (run fast, pedal fast).</p>	<p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p>
<p>HPD-4s. Show awareness of own body in relation to other people and objects while moving through space.</p>	<p>29. Demonstrates knowledge about self</p>

<b>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b>	
<p>HPD-5m. Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms).</p>	<p>7. Demonstrates fine-motor strength and coordination                      7a. Uses fingers and hands                          8. Uses small, precise finger and hand movements</p> <p>7. Demonstrates fine-motor strength and coordination                      7b. Uses writing and drawing tools                          8. Uses three-point finger grip and efficient hand placement when writing and drawing</p> <p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                          4. Letter strings</p>
<p>HPD-5n. Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces).</p>	<p>7. Demonstrates fine-motor strength and coordination                      7a. Uses fingers and hands                          6. Uses refined wrist and finger movements</p>
<p>HPD-5o. Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher).</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>



<b>Self-Care</b>	
<b>HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</b>	
HPD-6i. Use language to ask adults or peers specifically for the kind of help needed in a particular situation.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
HPD-6j. Consistently use strategies to calm themselves when needed.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
<b>HPD-7: Children develop independence in caring for themselves and their environment.</b>	
HPD-7p. Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
HPD-7q. Dress and undress themselves independently.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
HPD-7r. Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
HPD-7s. Eat with a fork.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
HPD-7t. Perform tasks to maintain the indoor and outdoor learning environment independently.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
HPD-7u. Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

<b>Safety Awareness</b>	
<b>HPD-8: Children develop awareness of basic safety rules and begin to follow them.</b>	
HPD-8m. Avoid potentially dangerous behaviors.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul>
HPD-8n. Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul>
HPD-8o. Independently follow basic safety rules.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations</li> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul>
HPD-8p. Identify people who can help them in the community (police, firefighter, nurse).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul>

<b>Language Development and Communication</b>	
<b>Infants</b>	
<b>Learning to Communicate</b>	
<b>LDC-1: Children understand communications from others.</b>	
LDC-1a. Engage in individual and reciprocal sound exploration and play (make “raspberries” or other sounds with someone).	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>    2. Vocalizes and gestures to communicate</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>    1 emerging to 2. Engages in simple back-and-forth exchanges with others</p>
LDC-1b. Show interest in voices, and focus on speech directed at them.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>    2. Shows an interest in the speech of others</p>
LDC-1c. Respond to different tones in speech directed at them.	<p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>    2. Responds to changes in an adult’s tone of voice and expression</p>
LDC-1d. Respond to simple requests (“Come here.” or “Do you want more?”).	<p>8. Listens to and understands increasingly complex language</p> <p>8b. Follows directions</p> <p>    2. Responds to simple verbal requests accompanied by gestures or tone of voice</p>
<b>LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</b>	
LDC-2a. Respond differently to facial expressions and tones of voice.	<p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>    2. Responds to changes in an adult’s tone of voice and expression</p>
LDC-2b. Pay brief attention to the same object the caregiver is looking at.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>    2. Shows an interest in the speech of others</p>

LDC-2c. Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
<b>LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</b>	
LDC-4a. Repeat actions that mean something specific (lift arms to be picked up, point at desired toys).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
LDC-4b. Make different sounds for different purposes (whimper when wet, cry loudly when hungry).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
LDC-4c. “Jabber” and pretend to talk using many sounds or signs from the languages used around them.	9. Uses language to express thoughts and needs 9b. Speaks clearly 1 emerging to 2. Babbles strings of single consonant sounds and combines sounds
<b>LDC-6: Children use most grammatical constructions of their home language well.</b>	
LDC-6a. Make different sounds for different purposes (whimper when wet, cry loudly when hungry).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
LDC-6b. “Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate.	9. Uses language to express thoughts and needs 9b. Speaks clearly 1 emerging to 2. Babbles strings of single consonant sounds and combines sounds

<b>LDC-7: Children respond to and use a growing vocabulary.</b>	
LDC-7a. Make specific sounds, facial expressions, and/or gestures for certain people and objects.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
LDC-7b. Imitate sounds, words, and gestures.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
LDC-7c. Recognize spoken or signed words for common items.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
<b>Foundations for Reading</b>	
<b>LDC-8: Children develop interest in books and motivation to read.</b>	
LDC-8a. Pat and chew on tactile books.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
LDC-8b. Look at pictures of faces and simple objects.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
LDC-8c. Listen to simple and repetitive books, stories, and songs.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
<b>LDC-10: Children develop book knowledge and print awareness.</b>	
LDC-10a. Explore books and paper by tasting, mouthing, crumpling, banging, and patting.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

LDC-10b. Look at pictures while cuddling with caregiver.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
<b>LDC-11: Children develop phonological awareness.</b>	
LDC-11a. Imitate and take turns with caregivers making different sounds.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others

<b>Younger Toddlers</b>	
<b>Learning to Communicate</b>	
<b>LDC-1: Children understand communications from others.</b>	
LDC-1e. Respond to others by using words or signs.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 1 emerging to 2. Engages in simple back-and-forth exchanges with others
LDC-1f. Respond to gestures, facial expressions, tone of voice, and some words that show emotions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 1 emerging to 2. Responds to changes in an adult’s tone of voice and expression
LDC-1g. Follow simple directions and/or visual cues (“Put your pillow on the mat.” “Please sit by me.”).	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
<b>LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</b>	
LDC-2d. Establish joint attention by looking at an object, at their caregiver, and back at the object.	11. Demonstrates positive approaches to learning 11a. Attends and engages 1 emerging to 2. Pays attention to sights and sounds
LDC-2e. Respond to and initiate dialogue with another person.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 1 emerging to 2. Engages in simple back-and-forth exchanges with others
LDC-2f. Use movement or behavior to initiate interaction with another person.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 3 emerging to 4. Initiates and attends to brief conversations

<p><b>LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b></p>	
<p>LDC-3a. Respond to simple statements and questions about pictures, play, people, and things that are happening.</p>	<p>8. Listens to and understands increasingly complex language              8a. Comprehends language                  2. Shows an interest in the speech of others</p>
<p><b>LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</b></p>	
<p>LDC-4d. Communicate through facial expressions, sounds, and body movements.</p>	<p>9. Uses language to express thoughts and needs              9a. Uses an expanding expressive vocabulary                  2. Vocalizes and gestures to communicate</p>
<p>LDC-4e. Expect others to understand them and show frustration, often through their behavior, if not understood.</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><b>LDC-5: Children describe familiar people, places, things, and events.</b></p>	
<p>LDC-5a. Act out familiar scenes and events, and imitate familiar people.</p>	<p>14. Uses symbols and images to represent something not present              14b. Engages in sociodramatic play                  2. Imitates actions of others during play; uses real objects as props</p>



<p><b>LDC-6: Children use most grammatical constructions of their home language well.</b></p>	
<p>LDC-6c. “Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language.</p>	<p>9. Uses language to express thoughts and needs            9b. Speaks clearly                1 emerging to 2. Babbles strings of single consonant sounds and combines sounds</p>
<p>LDC-6d. Use a few words to communicate (make requests and ask questions).</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><b>LDC-7: Children respond to and use a growing vocabulary.</b></p>	
<p>LDC-7d. Show steady increase in words used (e.g., name family members and familiar objects).</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>LDC-7e. Imitate parts of familiar songs, chants, or rhymes.</p>	<p>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</p>
<p>LDC-7f. Respond to simple words and phrases that they hear often.</p>	<p>8. Listens to and understands increasingly complex language            8a. Comprehends language                4. Identifies familiar people, animals, and objects when prompted</p>
<p>LDC-7g. Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects.</p>	<p>9. Uses language to express thoughts and needs            9a. Uses an expanding expressive vocabulary                4. Names familiar people, animals, and objects</p>

<b>Foundations for Reading</b>	
<b>LDC-8: Children develop interest in books and motivation to read.</b>	
LDC-8d. Engage in reading behaviors independently (choose books, turn pages (but not always in order) tell the 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
LDC-8e. Show interest in books (e.g., tactile and picture books).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
LDC-8f. Listen to simple and repetitive books, stories, and songs for a brief period of time.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
LDC-8g. Carry books around, “name” them, and select books for adults to read out loud.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
<b>LDC-9: Children comprehend and use information presented in books and other print media.</b>	
LDC-9a. Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays.	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
LDC-9b. Allow entire short book to be “read” with willingness to look at most pages.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest 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
LDC-9c. Make appropriate sounds when looking at pictures (say, “Quack, quack” when looking at a duck, “Vrrrrooom” when looking at a car).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 1 emerging to 2. Contributes particular language from the book at the appropriate time

<b>LDC-10: Children develop book knowledge and print awareness.</b>	
LDC-10c. Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
LDC-10d. Identify some environmental print and logos (favorite cereal box, a sign for a familiar store).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
<b>LDC-11: Children develop phonological awareness.</b>	
LDC-11b. Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures.	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
<b>Foundations for Writing</b>	
<b>LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</b>	
LDC-13a. Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon).	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
<b>LDC-15: Children use writing skills and conventions.</b>	
LC-15a. Hold marker or crayon with the fist.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
LC-15b. Dot or scribble with crayons, may progress to vertical lines.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

<b>Older Toddlers</b>	
<b>Learning to Communicate</b>	
<b>LDC-1: Children understand communications from others.</b>	
LDC-1h. Respond when others talk to them, using a larger variety of words or signs.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p>
LDC-1i. Respond to gestures, facial expressions, tone of voice, and some words that show emotions.	<p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations 1 emerging to 2. Responds to changes in an adult’s tone of voice and expression</p>
LDC-1j. Follow two-step directions with visual cues if needed (“Pick up the paper and put it in the trash.” “Get your cup and put it on the table.”).	<p>8. Listens to and understands increasingly complex language</p> <p>8b. Follows directions 5 emerging to 6. Follows directions of two or more steps that relate to familiar objects and experiences</p>
<b>LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</b>	
LDC-2g. Engage in short dialogues of a few turns.	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations 1 emerging to 2. Engages in simple back-and-forth exchanges with others</p>
LDC-2h. Ask questions or use verbal or nonverbal cues to initiate communication with another.	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations 4. Initiates and attends to brief conversations</p>

<p><b>LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b></p>	
<p>LDC-3b. Answer simple questions (“What is she doing?” “What happened to the bear in the story?”).</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
<p>LDC-3c. Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information.</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><b>LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</b></p>	
<p>LDC-4f. Communicate messages with expression, tone, and inflection.</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>LDC-4g. Use speech that is understood most of the time by familiar listeners.</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><b>LDC-5: Children describe familiar people, places, things, and events.</b></p>	
<p>LDC-5b. Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.</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>LDC-5c. Use dramatic play to act out familiar scenes and events, and imitate familiar people.</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>

<b>LDC-6: Children use most grammatical constructions of their home language well.</b>	
LDC-6e. Communicate in short sentences that follow the word order of their home language.	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
LDC-6f. Combine two and three words.	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
<b>LDC-7: Children respond to and use a growing vocabulary.</b>	
LDC-7h. Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
LDC-7i. Participate in or repeat familiar songs, chants, or rhymes.	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
LDC-7j. Show they understand many new vocabulary words and a variety of concepts (big and little, in and out).	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
<b>Foundations for Reading</b>	
<b>LDC-8: Children develop interest in books and motivation to read.</b>	
LDC-8h. Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 3 emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult

LDC-8i. Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 1 emerging to 2. Contributes particular language from the book at the appropriate time
<b>LDC-9: Children comprehend and use information presented in books and other print media.</b>	
LDC-9d. Chime in on a repeated line in a book while being read to by an adult.	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
LDC-9e. Pretend to read familiar books from memory; repeat familiar phrases while looking at a book.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 3 emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
LDC-9f. Begin to relate personal experiences to events described in familiar books.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
LDC-9g. Answer simple questions about stories.	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
LDC-9h. Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
<b>LDC-10: Children develop book knowledge and print awareness.</b>	
LDC-10e. Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.”	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
LDC-10f. Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read

<p>LDC-10g. Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, “That means light” when looking at a symbol of a light bulb located over the light switch).</p>	<p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                      1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs</p>
<p><b>LDC-11: Children develop phonological awareness.</b></p>	
<p>LDC-11c. Participate in rhyming games.</p>	<p>15. Demonstrates phonological awareness                      15a. Notices and discriminates rhyme                      2. Joins in rhyming songs and games</p>
<p>LDC-11d. Notice sounds that are the same and different.</p>	<p>15. Demonstrates phonological awareness                      15b. Notices and discriminates alliteration                      1 emerging to 2. Sings songs and recites rhymes and refrains with repeating initial sounds</p>
<p>LDC-11e. Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.</p>	<p>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</p>
<p><b>LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</b></p>	
<p>LDC-12a. Demonstrate an interest in letters by asking about and/or naming some of them.</p>	<p>16. Demonstrates knowledge of the alphabet                      16a. Identifies and names letters                      2. Recognizes and names a few letters in own name</p>



<b>Foundations for Writing</b>	
<b>LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</b>	
LDC-13b. Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil).	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools</p> <p>4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p> <p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>2. Imitates actions of others during play; uses real objects as props</p>
<b>LDC-15: Children use writing skills and conventions.</b>	
LC-15c. Explore a variety of tools that can be used for writing.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools</p> <p>4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
LC-15d. Scribble and/or imitate an adult’s marks with markers, crayons, paints, etc.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools</p> <p>4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
LC-15e. Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>6. Uses refined wrist and finger movements</p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools</p> <p>6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>

<b>Younger Preschoolers</b>	
<b>Learning to Communicate</b>	
<b>LDC-1: Children understand communications from others.</b>	
LDC-1k. Show understanding of increasingly complex sentences.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
LDC-1l. With prompting and support, respond to requests for information or action.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
LDC-1m. Follow simple multistep directions with visual cues if needed.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
<b>LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</b>	
LDC-2i. Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication).	8. Listens to and understands increasingly complex language 8a. Comprehends language 1 emerging to 2. Shows an interest in the speech of others
LDC-2j. Initiate and carry on conversations, and ask questions about things that interest them.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
LDC-2k. With prompting and support, make comments and ask questions related to the topic of discussion.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
<b>LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>	
LDC-3d. Answer longer questions using more detail.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

LDC-3e. Use sentences or questions to ask for things (people, actions, objects, pets) or gain information.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</b>	
LDC-4h. Communicate messages with expression, tone, and inflection appropriate to the situation.	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
LDC-4i. Speak clearly enough to be understood by familiar adults and children.	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
<b>LDC-5: Children describe familiar people, places, things, and events.</b>	
LDC-5d. Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.	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
LDC-5e. Describe experiences and create or retell short narratives.	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
<b>LDC-6: Children use most grammatical constructions of their home language well.</b>	
LDC-6g. Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
LDC-6h. Make grammatical errors that follow language rules (say, “mouses” instead of “mice”).	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

<b>LDC-7: Children respond to and use a growing vocabulary.</b>	
LDC-7k. Repeat familiar songs, chants, or rhymes.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 1 emerging to 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
LDC-7l. Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
LDC-7m. Make up names for things using words they know (e.g., dog doctor for veterinarian).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
LDC-7n. Use many kinds of cues in the environment to figure out what words mean.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
<b>Foundations for Reading</b>	
<b>LDC-8: Children develop interest in books and motivation to read.</b>	
LDC-8j. Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 3 emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
LDC-8k. Show an interest in books, other print, and reading-related activities.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 1 emerging to 2. Shows interest in books
LDC-8l. Listen to and discuss storybooks, simple information books, and poetry.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time

<b>LDC-9: Children comprehend and use information presented in books and other print media.</b>	
LDC-9i. Imitate the special language in storybooks and story dialogue with some accuracy and detail.	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
LDC-9j. With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.	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
LDC-9k. Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation  18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
LDC-9l. Relate personal experiences to events described in familiar books, with prompting and support.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation  18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
LDC-9m. Ask questions about a story or the information in a book.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
LDC-9n. With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures

<b>LDC-10: Children develop book knowledge and print awareness.</b>	
LDC-10h. Hold a book upright while turning pages one by one front to back, but not always in order.	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
LDC-10i. With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
LDC-10j. Demonstrate an understanding that print can tell people what to do (such as print and symbols to organize classroom activities—where to store things, when they will have a turn).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
<b>LDC-11: Children develop phonological awareness.</b>	
LDC-11f. Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously  15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds
LDC-11g. Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
LDC-11h. Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words).	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously  15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way

<p><b>LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</b></p>	
<p>LDC-12b. Demonstrate an interest in learning the alphabet.</p>	<p>16. Demonstrates knowledge of the alphabet                      16a. Identifies and names letters                      3 emerging to 4. Recognizes as many as 10 letters, especially those in own name</p>
<p>LDC-12c. Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.</p>	<p>16. Demonstrates knowledge of the alphabet                      16a. Identifies and names letters                      3 emerging to 4. Recognizes as many as 10 letters, especially those in own name</p> <p>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</p>
<p>LDC-12d. Recognize and name some letters of the alphabet, especially those in their 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><b>Foundations for Writing</b></p>	
<p><b>LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</b></p>	
<p>LDC-13c. Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want).</p>	<p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                      4. Draws or constructs, and then identifies what it is</p> <p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                      0 emerging to 1. Scribbles or marks</p>
<p>LDC-13d. With prompting and support, communicate their thoughts for an adult to write.</p>	<p>9. Uses language to express thoughts and needs                      9d. Tells about another time or place                      6. Tells stories about other times and places that have a logical order and that include major details</p>

<p>LDC-13e. Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play).</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><b>LDC-14: Children use knowledge of letters in their attempts to write.</b></p>	
<p>LC-14a. Begin to use letters and approximations of letters to write their name.</p>	<p>19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms</p>
<p>LC-14b. Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters).</p>	<p>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>
<p><b>LDC-15: Children use writing skills and conventions.</b></p>	
<p>LC-15f. Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers).</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>LC-15g. Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”).</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2 emerging to 3. Mock letters or letter-like forms</p>
<p>LC-15h. Play with writing letters and make letter-like forms.</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms</p>



<b>Older Preschoolers</b>	
<b>Learning to Communicate</b>	
<b>LDC-1: Children understand communications from others.</b>	
LDC-1n. Show understanding of increasingly complex sentences.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
LDC-1o. Respond to requests for information or action.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories  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
LDC-1p. Follow more detailed multistep directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
<b>LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</b>	
LDC-2l. Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication).	30. Shows basic understanding of people and how they live
LDC-2m. Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges

<p>LDC-2n. Initiate and participate in conversations related to interests of their own or the persons they are communicating with.</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>LDC-2o. Participate in a group discussion, making comments and asking questions related to the topic.</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 3 emerging to 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
<p>LDC-2p. Appreciate and use humor.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories</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><b>LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b></p>	
<p>LDC-3f. Answer more complex questions with more explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”).</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>LDC-3g. Ask specific questions to learn more about their world, understand tasks, and solve problems.</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><b>LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</b></p>	
<p>LDC-4j. Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p>

LDC-4k. Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
LDC-4l. Speak clearly enough to be understood by most people.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
<b>LDC-5: Children describe familiar people, places, things, and events.</b>	
LDC-5f. Describe experiences and create and/or retell longer narratives.	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
<b>LDC-6: Children use most grammatical constructions of their home language well.</b>	
LDC-6i. Speak in full sentences that are grammatically correct most of the time.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
<b>LDC-7: Children respond to and use a growing vocabulary.</b>	
LDC-7o. Repeat familiar songs, chants, or rhymes.	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
LDC-7p. Use a growing vocabulary that includes many different kinds of words to express ideas clearly.	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>LDC-7q. Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots).</p>	<p>8. Listens to and understands increasingly complex language                  8a. Comprehends language                  8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>
<p><b>Foundations for Reading</b></p>	
<p><b>LDC-8: Children develop interest in books and motivation to read.</b></p>	
<p>LDC-8m. Engage in reading behaviors independently with increased focus for longer periods of time.</p>	<p>18. Comprehends and responds to books and other texts                  18b. Uses emergent reading skills                  5 emerging to 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>
<p>LDC-8n. Use and share books and print in their play.</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                   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>LDC-8o. Listen to and discuss increasingly complex storybooks, information books, and poetry.</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><b>LDC-9: Children comprehend and use information presented in books and other print media.</b></p>	
<p>LDC-9o. Imitate the special language in storybooks and story dialogue with accuracy and detail.</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>LDC-9p. Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.</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>

LDC-9q. Use knowledge of the world to make sense of more challenging texts.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
LDC-9r. Relate personal experiences to an increasing variety of events described in familiar and new books.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
LDC-9s. Ask more focused and detailed questions about a story or the information in a book.	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
LDC-9t. Discuss storybooks by responding to questions about what is happening and predicting what will happen next.	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
<b>LDC-10: Children develop book knowledge and print awareness.</b>	
LDC-10k. Hold a book upright while turning pages one by one from front to back.	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
LDC-10l. Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.”).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
LDC-10m. Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

<p>LDC-10n. With prompting and support, run their finger under or over print as they pretend to read text.</p>	<p>17. Demonstrates knowledge of print and its uses                      17b. Uses print concepts                      8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line</p>
<p>LDC-10o. Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).</p>	<p>17. Demonstrates knowledge of print and its uses                      17b. Uses print concepts                      6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>LDC-10p. Identify their name and the names of some friends when they see them in print.</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><b>LDC-11: Children develop phonological awareness.</b></p>	
<p>LDC-11i. Enjoy rhymes and wordplay, and sometimes add their own variations.</p>	<p>15. Demonstrates phonological awareness                      15a. Notices and discriminates rhyme                      4. Fills in the missing rhyming word; generates rhyming words spontaneously</p>
<p>LDC-11j. Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables.</p>	<p>15. Demonstrates phonological awareness                      15a. Notices and discriminates rhyme                      4. Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>23. Demonstrates knowledge of patterns                      4. Copies simple repeating patterns</p> <p>34. Explores musical concepts and expression</p>

<p>LDC-11k. Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.</p>	<p>15. Demonstrates phonological awareness                      15a. Notices and discriminates rhyme                          4. Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>15. Demonstrates phonological awareness                      15b. Notices and discriminates alliteration                          6. Matches beginning sounds of some words</p>
<p>LDC-11l. Associate sounds with specific words, such as awareness that different words begin with the same sound.</p>	<p>15. Demonstrates phonological awareness                      15b. Notices and discriminates alliteration                          4. Shows awareness that some words begin the same way</p>
<p><b>LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</b></p>	
<p>LDC-12e. Demonstrate an interest in learning the alphabet.</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>LDC-12f. Show they know that letters function to represent sounds in spoken words.</p>	<p>16. Demonstrates knowledge of the alphabet                      16b. Uses letter–sound knowledge                          6. Shows understanding that a sequence of letters represents a sequence of spoken sounds</p>
<p>LDC-12g. Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them.</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>LDC-12h. Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “ A-a-apple.”).</p>	<p>16. Demonstrates knowledge of the alphabet                      16b. Uses letter–sound knowledge                          4. Produces the correct sounds for 10–20 letters</p>
<p>LDC-12i. Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.</p>	<p>15. Demonstrates phonological awareness                      15b. Notices and discriminates alliteration                          6. Matches beginning sounds of some words</p>

<b>Foundations for Writing</b>	
<b>LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</b>	
LDC-13f. Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
LDC-13g. Communicate their thoughts for an adult to write.	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
LDC-13h. Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
<b>LDC-14: Children use knowledge of letters in their attempts to write.</b>	
LC-14c. Use known letters and approximations of letters to write their own name and some familiar words.	19. Demonstrates emergent writing skills 19a. Writes name 4. Letter strings
LC-14d. Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”).	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds



<b>LDC-15: Children use writing skills and conventions.</b>	
LC-15i. Use a variety of writing tools and materials with increasing precision.	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
LC-15j. Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
LC-15k. Use some conventional letters in their writing.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

<b>Cognitive Development</b>	
<b>Infants</b>	
<b>Construction of Knowledge: Thinking and Reasoning</b>	
<b>CD-1: Children use their senses to construct knowledge about the world around them.</b>	
CD-1a. Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, pick up large objects).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
CD-1b. Turn head or move toward sounds.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
<b>CD-2: Children recall information and use it for new situations and problems.</b>	
CD-2a. Search for objects that are hidden or partly hidden.	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
CD-2b. Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on parent’s shoulder when new person comes near).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
CD-2c. Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle).	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
CD-2d. Repeat an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue “horse ride”).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
CD-2e. Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 1 emerging to 2. Imitates others in using objects in new and/or unanticipated ways

<b>CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b>	
CD-3a. Show awareness of others' reactions to people, objects, and events.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
CD-3b. Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object).	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
<b>Creative Expression</b>	
<b>CD-4: Children demonstrate appreciation for different forms of artistic expression.</b>	
CD-4a. Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music).	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
CD-4b. Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</b>	
CD-5a. Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf).	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
CD-5b. Explore sensory properties of art media (smear paint, pat and pound dough).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
CD-5c. Make a variety of sounds with simple instruments, toys, and their own voice.	34. Explores musical concepts and expression
CD-5d. Express themselves by moving their bodies (wave arms when excited, hug soft toy).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate

<b>Social Connections</b>	
<b>CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b>	
CD-6a. Intently observe actions of children, adults, pets, and objects nearby.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
CD-6b. Seek parents, siblings, caregivers, and teachers for play and for meeting needs.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 1 emerging to 2. Demonstrates a secure attachment to one or more adults
<b>CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>	
CD-7a. Show a clear preference for familiar people.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
<b>Mathematical Thinking and Expression</b>	
<b>CD-10: Children show understanding of numbers and quantities during play and other activities.</b>	
CD10a. Indicate they want “more” with signs, sounds, or looks.	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more
CD-10b. Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 3 blocks longer than a tower with 7 blocks, reach for a basket with three balls rather than a basket with one ball).	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more
<b>CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</b>	
CD-11a. Discover objects of different sizes by exploring (put toys in mouth, pick up large objects).	22. Compares and measures 1 emerging to 2. Makes simple comparisons between two objects

<b>CD-12: Children identify and use common shapes and concepts about position during play and other activities.</b>	
CD-12a. Discover different shapes by exploring (put blocks in mouth, roll balls).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 1 emerging to 2. Matches two identical shapes
CD-12b. Attempt to put objects into other objects (such as putting pieces into holes or other spaces).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
<b>Scientific Exploration and Knowledge</b>	
<b>CD-14: Children observe and describe characteristics of living things and the physical world.</b>	
CD-14a. Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, splash water).	24. Uses scientific inquiry skills
<b>CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b>	
CD-15a. Gather information through sight, hearing, taste, smell, and touch.	24. Uses scientific inquiry skills
CD-15b. Use multiple senses to focus intently on objects, displays, materials, or events.	24. Uses scientific inquiry skills

<b>Younger Toddlers</b>	
<b>Construction of Knowledge: Thinking and Reasoning</b>	
<b>CD-1: Children use their senses to construct knowledge about the world around them.</b>	
CD-1c. Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
CD-1d. Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>CD-2: Children recall information and use it for new situations and problems.</b>	
CD-2f. Search in several places where an object has been hidden recently.	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
CD-2g. Notice a change in familiar objects, places, or events (frown at parent with a new haircut, look for furniture that was moved).	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
CD-2h. Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, “water” plants with pitcher).	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
CD-2i. Imitate behaviors they have seen in the past or in other places.	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
CD-2j. Identify objects and people in pictures by pointing or looking.	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events

<p><b>CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b></p>	
<p>CD-3c. Show awareness of others’ feelings about things by looking to see how they react.</p>	<p>2. Establishes and sustains positive relationships                  2b. Responds to emotional cues                      2. Reacts to others’ emotional expressions</p>
<p><b>Creative Expression</b></p>	
<p><b>CD-4: Children demonstrate appreciation for different forms of artistic expression.</b></p>	
<p>CD-4c. Show interest or pleasure in response to images, objects, and music (say, “Aaah” and reach for a brightly colored picture, look at or reach toward fluttering leaves).</p>	<p>11. Demonstrates positive approaches to learning                  11a. Attends and engages                      2. Pays attention to sights and sounds</p>
<p>CD-4d. Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music).</p>	<p>11. Demonstrates positive approaches to learning                  11d. Shows curiosity and motivation                      2. Uses senses to explore the immediate environment</p>
<p><b>CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</b></p>	
<p>CD-5e. Use hats and clothes for dressup make-believe.</p>	<p>14. Uses symbols and images to represent something not present                  14b. Engages in sociodramatic play                      2. Imitates actions of others during play; uses real objects as props</p>
<p>CD-5f. Explore art materials freely (make marks, squeeze clay, tear paper).</p>	<p>33. Explores the visual arts</p>
<p>CD-5g. Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle).</p>	<p>11. Demonstrates positive approaches to learning                  11d. Shows curiosity and motivation                      3 emerging to 4. Explores and investigates ways to make something happen</p>
<p>CD-5h. Move to music in their own way.</p>	<p>34. Explores musical concepts and expression                   35. Explores dance and movement concepts</p>

<b>Social Connections</b>	
<b>CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b>	
CD-6c. Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine).	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
CD-6d. Know whom they can go to for help (regular caregiver vs. visitor, parent vs. neighbor).	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
<b>CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>	
CD-7b. Recognize children and others they spend a lot of time with (make sounds, say name, move toward or away from child).	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
<b>CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b>	
CD-8a. Compare their own physical features with those of others by looking and touching.	29. Demonstrates knowledge about self  30. Shows basic understanding of people and how they live
<b>Mathematical Thinking and Expression</b>	
<b>CD-10: Children show understanding of numbers and quantities during play and other activities.</b>	
CD-10c. Explore quantity (for example, filling and dumping containers).	22. Compares and measures 2. Makes simple comparisons between two objects
CD-10d. Use words or actions that show understanding of the concepts of “more” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks).	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more



CD-10e. Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more).	22. Compares and measures 2. Makes simple comparisons between two objects
<b>CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</b>	
CD-11b. Participate in activities that compare the size and weight of objects.	22. Compares and measures 2. Makes simple comparisons between two objects
CD-11c. Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area).	13. Uses classification skills 2. Matches similar objects
<b>CD-12: Children identify and use common shapes and concepts about position during play and other activities.</b>	
CD-12c. Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
CD-12d. Put basic shapes into a shape sorter using trial and error.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 1 emerging to 2. Matches two identical shapes
<b>Scientific Exploration and Knowledge</b>	
<b>CD-14: Children observe and describe characteristics of living things and the physical world.</b>	
CD-14b. Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves).	24. Uses scientific inquiry skills

<p><b>CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b></p>	
<p>CD-15c. Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon).</p>	<p>24. Uses scientific inquiry skills</p>
<p>CD-15d. Use toys and other objects to make things happen (kick a ball, push a button on a toy).</p>	<p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                      3 emerging to 4. Explores and investigates ways to make something happen</p>
<p>CD-15e. Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth).</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                       24. Uses scientific inquiry skills</p>

<b>Older Toddlers</b>	
<b>Construction of Knowledge: Thinking and Reasoning</b>	
<b>CD-1: Children use their senses to construct knowledge about the world around them.</b>	
CD-1e. Explore objects and materials physically to learn about their properties.	24. Uses scientific inquiry skills
CD-1f. Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel).	24. Uses scientific inquiry skills
CD-1g. Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
<b>CD-2: Children recall information and use it for new situations and problems.</b>	
CD-2k. Search for objects in several places, even when not seen recently.	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
CD-2l. Show they remember people, objects, and events (tell about them, act them out, point out similar happenings).	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
CD-2m. Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack).	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
CD-2n. Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else

<b>CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b>	
CD-3d. Use words like “think,” “remember,” and “pretend.”	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
CD-3e. Talk about what they and other people want or like.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
<b>Creative Expression</b>	
<b>CD-4: Children demonstrate appreciation for different forms of artistic expression.</b>	
CD-4e. Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again).	33. Explores the visual arts
CD-4f. Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	33. Explores the visual arts  34. Explores musical concepts and expression  35. Explores dance and movement concepts  36. Explores drama through actions and language
<b>CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</b>	
CD-5i. Recreate familiar scenes using play materials, language, and actions.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
CD-5j. Experiment and create art with clay, crayons, markers, paint, and collage materials.	33. Explores the visual arts

CD-5k. Make up simple nonsense songs, sign, chant, and dance (sing “la-la-la-la” on two pitches, twirl around and fall down, “march” by lifting knees high).	34. Explores musical concepts and expression 35. Explores dance and movement concepts
CD-5l. Express ideas and feelings through music, movement, and dance.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
<b>Social Connections</b>	
<b>CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b>	
CD-6e. Use play to show what they know about relationships and roles in families and other familiar contexts.	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
CD-6f. Talk about what others do during the day (“Mommy at work. Mimi at home.”).	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
CD-6g. Help with daily routines (put cups out for lunch, feed pets, wash tables).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>	
CD-7c. Put self into categories based on age, gender, and physical characteristics (“I’m a girl.” “I have long hair.”).	29. Demonstrates knowledge about self
<b>CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b>	
CD-8b. Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics.	30. Shows basic understanding of people and how they live
CD-8c. Show awareness of similarities and differences among people and families during play.	30. Shows basic understanding of people and how they live

<b>CD-9: Children explore concepts connected with their daily experiences in their community.</b>	
CD-9a. Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police person).	30. Shows basic understanding of people and how they live
<b>Mathematical Thinking and Expression</b>	
<b>CD-10: Children show understanding of numbers and quantities during play and other activities.</b>	
CD-10f. Use words or actions that show understanding of the concepts of “more,” “all,” and/or “none” (ask for more food, stop asking for more blocks when told they have “all” of the blocks, become upset when told there is no more Play-Doh).	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
CD-10g. Attempt to chant or recite numbers, but not necessarily in the correct order.	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)
CD-10h. Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car).	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
CD-10i. Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls).	20. Uses number concepts and operations 20b. Quantifies 3 emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
<b>CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</b>	
CD-11d. Group objects into categories (cars with cars, plates separated from cups).	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CD-11e. Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby).	22. Compares and measures 2. Makes simple comparisons between two objects

<p><b>CD-12: Children identify and use common shapes and concepts about position during play and other activities.</b></p>	
<p>CD-12e. Respond to and begin to use words describing positions (in, on, over, under, etc.).</p>	<p>21. Explores and describes spatial relationships and shapes                  21a. Understands spatial relationships                      4. Follows simple directions related to proximity (beside, between, next to)</p>
<p>CD-12f. Name or match a few shapes.</p>	<p>21. Explores and describes spatial relationships and shapes                  21b. Understands shapes                      3 emerging to 4. Identifies a few basic shapes (circle, square, triangle)</p>
<p>CD-12g. Stack or line up blocks that are the same shape.</p>	<p>21. Explores and describes spatial relationships and shapes                  21b. Understands shapes                      2. Matches two identical shapes</p>
<p><b>CD-13: Children use mathematical thinking to solve problems in their everyday environment.</b></p>	
<p>CD-13a. Use observation and emerging counting skills (1, 2, 3) during play and other daily activities.</p>	<p>20. Uses number concepts and operations                  20a. Counts                      4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
<p><b>Scientific Exploration and Knowledge</b></p>	
<p><b>CD-14: Children observe and describe characteristics of living things and the physical world.</b></p>	
<p>CD-14c. Participate in the care of living things with guidance and support (water plants, help to feed classroom pet).</p>	<p>25. Demonstrates knowledge of the characteristics of living things                  27. Demonstrates knowledge of Earth’s environment</p>
<p>CD-14d. Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors).</p>	<p>24. Uses scientific inquiry skills                  27. Demonstrates knowledge of Earth’s environment</p>

<p><b>CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b></p>	
<p>CD-15f. Investigate differences between materials (sand, water, goop, moving air).</p>	<p>24. Uses scientific inquiry skills</p>
<p>CD-15g. Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass).</p>	<p>28. Uses tools and other technology to perform tasks</p>
<p>CD-15h. Notice changes in materials when mixing and manipulating (paint, Play-Doh, food ingredients).</p>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>



<b>Younger Preschoolers</b>	
<b>Construction of Knowledge: Thinking and Reasoning</b>	
<b>CD-1: Children use their senses to construct knowledge about the world around them.</b>	
CD-1h. Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).	24. Uses scientific inquiry skills
CD-1i. Express knowledge gathered through their senses using play, art, language, and other forms of representation.	24. Uses scientific inquiry skills
CD-1j. Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail).	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
<b>CD-2: Children recall information and use it for new situations and problems.</b>	
CD-2o. Recognize whether a picture or object is the same as or different from something they have seen before.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
CD-2p. Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
CD-2q. Describe or act out a memory of a situation or action, with adult support.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
CD-2r. Make predictions about what will happen using what they know.	24. Uses scientific inquiry skills
CD-2s. Introduce ideas or actions in play based on previous knowledge or experience.	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
CD-2t. Ask questions about why things happen and try to understand cause and effect.	24. Uses scientific inquiry skills

<p><b>CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b></p>	
<p>CD-3f. Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”).</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>CD-3g. Use words like “think” and “know” to talk about thoughts and beliefs.</p>	<p>12. Remembers and connects experiences                      12a. Recognizes and recalls                      4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p>
<p>CD-3h. Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is).</p>	<p>12. Remembers and connects experiences                      12a. Recognizes and recalls                      4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p>
<p><b>Creative Expression</b></p>	
<p><b>CD-4: Children demonstrate appreciation for different forms of artistic expression.</b></p>	
<p>CD-4g. Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again).</p>	<p>33. Explores the visual arts</p>
<p>CD-4h. Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).</p>	<p>33. Explores the visual arts                      34. Explores musical concepts and expression                      35. Explores dance and movement concepts                      36. Explores drama through actions and language</p>

<p><b>CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</b></p>	
<p>CD-5m. Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.</p>	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>
<p>CD-5n. Show creativity and imagination when using materials and assuming roles during pretend play.</p>	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
<p>CD-5o. Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways.</p>	<p>33. Explores the visual arts</p>
<p>CD-5p. Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities.</p>	<p>34. Explores musical concepts and expression</p>
<p>CD-5q. Show awareness of various patterns of beat, rhythm, and movement through music and dance activities.</p>	<p>34. Explores musical concepts and expression</p>
<p><b>Social Connections</b></p>	
<p><b>CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b></p>	
<p>CD-6h. Talk about close family members, name their relationships to each other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”).</p>	<p>29. Demonstrates knowledge about self</p>
<p>CD-6i. Adopt roles of family and community members during play, given support and realistic props.</p>	<p>29. Demonstrates knowledge about self</p>
<p>CD-6j. Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors).</p>	<p>30. Shows basic understanding of people and how they live</p>

<p><b>CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b></p>	
<p>CD-7d. Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, “That’s my family,” or “I’m in Ms. Emily’s class.”).</p>	<p>29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live</p>
<p><b>CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b></p>	
<p>CD-8d. Show acceptance of people who are different from themselves as well as people who are similar.</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>CD-8e. Given support and guidance, explore different cultural practices during play and planned activities.</p>	<p>30. Shows basic understanding of people and how they live</p>
<p><b>CD-9: Children explore concepts connected with their daily experiences in their community.</b></p>	
<p>CD-9b. Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”).</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  32. Demonstrates simple geographic knowledge</p>
<p>CD-9c. Notice changes that happen over time (seasons, self or others growing bigger).</p>	<p>27. Demonstrates knowledge of Earth’s environment  31. Explores change related to familiar people or places</p>
<p>CD-9d. Notice and talk about weather conditions.</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>CD-9e. With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full).</p>	<p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others     4. Takes turns</p>

<b>Mathematical Thinking and Expression</b>	
<b>CD-10: Children show understanding of numbers and quantities during play and other activities.</b>	
CD-10j. Rote count in order to 10 with increasing accuracy.	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
CD-10k. Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?”	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
CD-10l. Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more (choose a plate with four cookies rather than a plate with one cookie).	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
CD-10m. Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

<b>CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</b>	
CD-11f. Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	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
CD-11g. Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	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
CD-11h. Compare the size or weight of two objects and identify which one is longer/ taller/heavier than the other (“That rock is heavier than this one; I can’t lift it.” “A snake is longer than a worm.”).	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
CD-11i. Identify familiar objects as the same or different.	22. Compares and measures 2. Makes simple comparisons between two objects
CD-11j. Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf).	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
CD-11k. Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors).	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns

<p><b>CD-12: Children identify and use common shapes and concepts about position during play and other activities.</b></p>	
<p>CD-12h. Show they understand positions in space by using position words during play and by following directions from an adult (say, “Stand behind the chair.” “Put the ball in the box.”).</p>	<p>21. Explores and describes spatial relationships and shapes                  21a. Understands spatial relationships                  4. Follows simple directions related to proximity (beside, between, next to)</p>
<p>CD-12i. Use 2- and 3-dimensional shapes to create pictures, designs, or structures.</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>CD-12j. Find shapes in the environment and describe them in their own words.</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><b>CD-13: Children use mathematical thinking to solve problems in their everyday environment.</b></p>	
<p>CD-13b. Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block).</p>	<p>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</p>
<p>CD-13c. Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area).</p>	<p>20. Uses number concepts and operations                  20b. Quantifies                  7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>
<p>CD-13d. Use drawing and concrete materials to represent mathematical ideas (draw many circles to show “lots of people,” put Popsicle sticks in a pile to show the number of children who want crackers for snack).</p>	<p>12. Remembers and connects experiences                  12a. Recognizes and recalls                  4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p>

<b>Scientific Exploration and Knowledge</b>	
<b>CD-14: Children observe and describe characteristics of living things and the physical world.</b>	
CD-14e. Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet).	25. Demonstrates knowledge of the characteristics of living things 27. Demonstrates knowledge of Earth's environment
CD-14f. Notice and react to the natural world and the outdoor environment.	27. Demonstrates knowledge of Earth's environment
CD-14g. Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat.	25. Demonstrates knowledge of the characteristics of living things
CD-14h. Notice and describe current weather conditions.	27. Demonstrates knowledge of Earth's environment
CD-14i. Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens).	26. Demonstrates knowledge of the physical properties of objects and materials
CD-14j. Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper).	27. Demonstrates knowledge of Earth's environment
<b>CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b>	
CD-15i. Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
CD-15j. Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
CD-15k. Ask questions to find out more about the natural world.	24. Uses scientific inquiry skills
CD-15l. Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars).	28. Uses tools and other technology to perform tasks
CD-15m. Describe and predict changes that take place when mixing and manipulating materials.	26. Demonstrates knowledge of the physical properties of objects and materials



<b>Older Preschoolers</b>	
<b>Construction of Knowledge: Thinking and Reasoning</b>	
<b>CD-1: Children use their senses to construct knowledge about the world around them.</b>	
CD-1k. Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).	26. Demonstrates knowledge of the physical properties of objects and materials
CD-1l. Express knowledge gathered through their senses using play, art, language, and other forms of representation.	24. Uses scientific inquiry skills
CD-1m. Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
CD-1n. Organize and use information through matching, grouping, and sequencing.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
<b>CD-2: Children recall information and use it for new situations and problems.</b>	
CD-2u. Demonstrate their ability to apply what they know about everyday experiences to new situations.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
CD-2v. Describe past events in an organized way, including details or personal reactions.	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

CD-2w. Improve their ability to make predictions and explain why things happen using what they know.	24. Uses scientific inquiry skills
CD-2x. Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
CD-2y. Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.	24. Uses scientific inquiry skills
<b>CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</b>	
CD-3i. Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”).	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
CD-3j. Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”).	30. Shows basic understanding of people and how they live
CD-3k. Use language to describe their thinking processes with adult support.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>Creative Expression</b>	
<b>CD-4: Children demonstrate appreciation for different forms of artistic expression.</b>	
CD-4i. Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again).	34. Explores musical concepts and expression

<p>CD-4j. Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).</p>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p>CD-4k. Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”).</p>	<p>33. Explores the visual arts</p>
<p><b>CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.</b></p>	
<p>CD-5r. Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.</p>	<p>34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p>CD-5s. Plan and act out scenes based on books, stories, everyday life, and imagination.</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>CD-5t. Plan and complete artistic creations such as drawings, paintings, collages, and sculptures.</p>	<p>33. Explores the visual arts</p>
<p>CD-5u. Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song).</p>	<p>34. Explores musical concepts and expression</p>
<p>CD-5v. Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities.</p>	<p>34. Explores musical concepts and expression 35. Explores dance and movement concepts</p>

<b>Social Connections</b>	
<b>CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</b>	
CD-6k. Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences.	29. Demonstrates knowledge about self
CD-6l. Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play.	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
CD-6m. Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists).	30. Shows basic understanding of people and how they live
<b>CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>	
CD-7e. Identify and express self as a part of several groups (e.g., family, preschool class, faith community).	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
<b>CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b>	
CD-8f. Show acceptance of people who are different from themselves as well as people who are similar.	30. Shows basic understanding of people and how they live
CD-8g. Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”).	30. Shows basic understanding of people and how they live
CD-8h. Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.).	30. Shows basic understanding of people and how they live

<p><b>CD-9: Children explore concepts connected with their daily experiences in their community.</b></p>	
<p>CD-9f. Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”).</p>	<p>32. Demonstrates simple geographic knowledge</p>
<p>CD-9g. Observe and talk about changes in themselves and their families over time.</p>	<p>31. Explores change related to familiar people or places</p>
<p>CD-9h. Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear).</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>CD-9i. Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other).</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>CD-9j. Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs).</p>	<p>3. Participates cooperatively and constructively in group situations                      3a. Balances needs and rights of self and others                      6. Initiates the sharing of materials in the classroom and outdoors</p>
<p><b>Mathematical Thinking and Expression</b></p>	
<p><b>CD-10: Children show understanding of numbers and quantities during play and other activities.</b></p>	
<p>CD-10n. Rote count in order to 20 with increasing accuracy.</p>	<p>20. Uses number concepts and operations                      20a. Counts                      6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
<p>CD-10o. Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting).</p>	<p>20. Uses number concepts and operations                      20b. Quantifies                      4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>CD-10p. Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?”</p>	<p>20. Uses number concepts and operations                      20a. Counts                      6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>

<p>CD-10q. Given a number 0-5, count out that many objects.</p>	<p>20. Uses number concepts and operations                  20b. Quantifies                  4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>CD-10r. Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects.</p>	<p>20. Uses number concepts and operations                  20b. Quantifies                  4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>CD-10s. Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.</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>CD-10t. Write numerals or number-like forms during play and daily activities.</p>	<p>19. Demonstrates emergent writing skills                  19b. Writes to convey meaning                  4. Letter strings</p>
<p>CD-10u. Match numerals 1-5 to sets of objects, with guidance and support.</p>	<p>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</p>
<p>CD-10v. Recognize some numerals and attempt to write them during play and daily activities.</p>	<p>19. Demonstrates emergent writing skills                  19b. Writes to convey meaning                  4. Letter strings                   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</p>
<p>CD-10w. Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train).</p>	<p>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</p>

<b>CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</b>	
CD-11l. Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
CD-11m. Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, 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
CD-11n. Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string).	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
CD-11o. Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest).	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
CD-11p. Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CD-11q. Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern).	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns

<p><b>CD-12: Children identify and use common shapes and concepts about position during play and other activities.</b></p>	
<p>CD-12k. Consistently use a variety of words for positions in space, and follow directions using these words.</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance</p>
<p>CD-12l. Use 2- and 3-dimensional shapes to represent real-world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”).</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>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</p>
<p>CD-12m. Name basic shapes and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s 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>
<p><b>CD-13: Children use mathematical thinking to solve problems in their everyday environment.</b></p>	
<p>CD-13e. Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>
<p>CD-13f. Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number).</p>	<p>20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>
<p>CD-13g. Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question).</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>



<p>CD-13h. Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”).</p>	<p>20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
<p><b>Scientific Exploration and Knowledge</b></p>	
<p><b>CD-14: Children observe and describe characteristics of living things and the physical world.</b></p>	
<p>CD-14k. Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).</p>	<p>13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 27. Demonstrates knowledge of Earth’s environment</p>
<p>CD-14l. Notice and react to the natural world and the outdoor environment.</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>CD-14m. Describe some things plants and animals need to live and grow (sunlight, water, food).</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p>CD-14n. Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden).</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>CD-14o. Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>CD-14p. Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer).</p>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
<p>CD-14q. Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees).</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>

<p><b>CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b></p>	
<p>CD-15n. Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.</p>	<p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                          4. Draws or constructs, and then identifies what it is                       24. Uses scientific inquiry skills</p>
<p>CD-15o. Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).</p>	<p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                          8. Uses a variety of resources to find answers to questions</p>
<p>CD-15p. Compare objects, materials, and phenomena by observing and describing their physical characteristics.</p>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
<p>CD-15q. Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers).</p>	<p>28. Uses tools and other technology to perform tasks</p>
<p>CD-15r. Make and check predictions through observations and experimentation, with adult support and guidance.</p>	<p>24. Uses scientific inquiry skills</p>
<p>CD-15s. Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights).</p>	<p>11. Demonstrates positive approaches to learning                      11e. Shows flexibility and inventiveness in thinking                          4. Uses creativity and imagination during play and routine tasks                       24. Uses scientific inquiry skills</p>