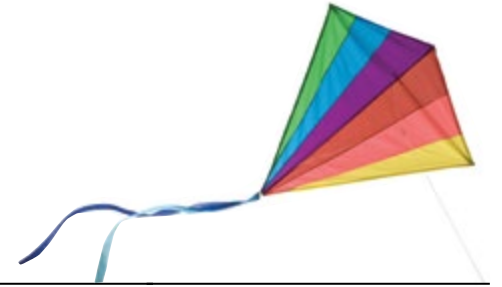


Alignment of



Objectives for Development & Learning



WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

North Dakota Early Learning Standards

Standards adopted 2018

Ages: birth-9 months

CONTENT STANDARD

Domain I: Approaches to Play and Learning (Birth to 9 months)

BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 1.	Child manages feelings and emotions with support of familiar adults. (0-36 months)
INDICATOR		Engages with familiar adults for calming and comfort, to focus attention, and to share joy.
		Objectives for Development and Learning · Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
INDICATOR		Looks to others for help in coping with strong feelings and emotions.
INDICATOR		Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation, to handle strong feelings and emotions.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (Birth to 9 months)

BENCHMARK		Emotional and Behavioral Self-Regulation
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GRADE LEVEL EXPECTATION	IT-APL 2.	Child manages actions and behavior with support of familiar adults. (0-36 months)
INDICATOR		<p>Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.</p> <p>Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self</p>
INDICATOR		Participates in and follows everyday routines with the support of familiar adults.
INDICATOR		Communicates verbally or non-verbally about basic needs.
INDICATOR		Manages short delays in getting physical needs met with the support of familiar adults.
INDICATOR		Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult's hand when crossing the street.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (Birth to 9 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 3.	Child maintains focus and sustains attention with support. (0-36 months)
INDICATOR		<p>Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>
INDICATOR		Maintains engagement in interactions with familiar adults and children.
INDICATOR		Chooses to join in activities or pays attention to tasks and activities that are self-initiated.
INDICATOR		Maintains focus and attention on a simple task or activity for short periods of time.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (Birth to 9 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 4.	Child develops the ability to show persistence in actions and behavior. (0-36 months)
INDICATOR		<p>Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>
INDICATOR		Persists in learning new skills or solving problems.

INDICATOR	Continues efforts to finish a challenging activity or task with support of an adult.
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CONTENT STANDARD

Domain I: Approaches to Play and Learning (Birth to 9 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 5.	Child demonstrates the ability to be flexible in actions and behavior. (0-36 months)
INDICATOR		Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.
		Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

INDICATOR	Adjusts to changes in routines or usual activities when informed ahead of time by adults.
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INDICATOR	Makes common, everyday transitions that are part of a daily schedule.
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INDICATOR	Shows flexibility in problem solving by trying more than one approach.
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CONTENT STANDARD

Domain I: Approaches to Play and Learning (Birth to 9 months)

BENCHMARK		Initiative and Curiosity
GRADE LEVEL EXPECTATION	IT-APL 6.	Child demonstrates emerging initiative in interactions, experiences, and explorations. (0-36 months)
INDICATOR		Initiates interactions with familiar adults through expressions, actions, or behaviors.
		Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

INDICATOR	Engages others in interactions or shared activities.
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INDICATOR	Demonstrates initiative by making choices or expressing preferences.
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INDICATOR	Attempts challenging tasks with or without adult help.
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INDICATOR	Shows eagerness to try new things.
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CONTENT STANDARD

Domain I: Approaches to Play and Learning (Birth to 9 months)

BENCHMARK		Initiative and Curiosity
GRADE LEVEL EXPECTATION	IT-APL 7.	Child shows interest in and curiosity about objects, materials, or events. (0-36 months)
INDICATOR		Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.



		Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR		Asks questions about what things are, how they are used, or what is happening.
INDICATOR		Experiments with different ways of using new objects or materials.
INDICATOR		Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (Birth to 9 months)

BENCHMARK		Creativity
GRADE LEVEL EXPECTATION	IT-APL 8.	Child uses creativity to increase understanding and learning. (0-36 months)
INDICATOR		Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others. Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
INDICATOR		Pays attention to new or unusual things.
INDICATOR		Shows willingness to participate in new activities or experiences.
INDICATOR		Uses language in creative ways, sometimes making up words or rhymes.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (Birth to 9 months)

BENCHMARK		Creativity
GRADE LEVEL EXPECTATION	IT-APL 9.	Child shows imagination in play and interactions with others. (0-36 months)
INDICATOR		Emerging Skills

CONTENT STANDARD

Domain II: Social and Emotional Development (Birth to 9 months)

BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	IT-SE 1.	Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. (0-36 months)
INDICATOR		Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.

Objectives for Development and Learning**• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.2 Demonstrates a secure attachment to one or more adults

INDICATOR

Shows emotional connection and attachment to familiar adults.

INDICATOR

Turns to familiar adults for protection, comfort, and getting needs met.

CONTENT STANDARD**Domain II: Social and Emotional Development (Birth to 9 months)****BENCHMARK****Relationships with Adults****GRADE LEVEL EXPECTATION**

IT-SE 2.

Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. (0-36 months)**INDICATOR**

Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.

Objectives for Development and Learning**• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.2 Demonstrates a secure attachment to one or more adults

INDICATOR

Engages in and may initiate behaviors that build relationships with familiar adults.

INDICATOR

Uses familiar adults for reassurance when engaging with new adults.

CONTENT STANDARD**Domain II: Social and Emotional Development (Birth to 9 months)****BENCHMARK****Relationships with Adults****GRADE LEVEL EXPECTATION**

IT-SE 3.

Child learns to use adults as a resource to meet needs. (0-36 months)**INDICATOR**

Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.

Objectives for Development and Learning**• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.2 Demonstrates a secure attachment to one or more adults

INDICATOR

Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.

INDICATOR

Shows preference for familiar adults when in distress.

CONTENT STANDARD**Domain II: Social and Emotional Development (Birth to 9 months)****BENCHMARK****Relationships with Other Children**

GRADE LEVEL EXPECTATION	IT-SE 4.	Child shows interest in, interacts with, and develops personal relationships with other children. (0-36 months)
INDICATOR		Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.
		Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
INDICATOR		Shows increasing interest in interacting with other children.
INDICATOR		Shows preference for particular playmates, such as greeting friends by name.
CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Relationships with Other Children
GRADE LEVEL EXPECTATION	IT-SE 5.	Child imitates and engages in play with other children. (0-36 months)
INDICATOR		Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.
		Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
INDICATOR		Uses multiple strategies, such as imitating or responding, in order to enter play with other children.
INDICATOR		Engages in extended play with other children with a common focus.
INDICATOR		Engages in simple cooperative play with other children.
CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 6.	Child learns to express a range of emotions. (0-36 months)
INDICATOR		Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing, or through facial expressions, body movements, or gestures, often to elicit a response from a familiar adult.
		Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
INDICATOR		Expresses a variety of emotions through facial expressions, sounds, gestures, or words.

INDICATOR	Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions.
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CONTENT STANDARD

Domain II: Social and Emotional Development (Birth to 9 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 7.	Child recognizes and interprets emotions of others with the support of familiar adults. (0-36 months)
INDICATOR		<p>Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others' emotional expressions</p>
INDICATOR		Recognizes feelings and emotions of others.
INDICATOR		Responds to feelings and emotions of others with support from familiar adults.
INDICATOR		Describes feelings of characters in a book with support from an adult.

CONTENT STANDARD

Domain II: Social and Emotional Development (Birth to 9 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 8.	Child expresses care and concern toward others. (0-36 months)
INDICATOR		<p>May cry when another child cries.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others' emotional expressions</p>
INDICATOR		Shows care and concern for others, including comforting others in distress.
INDICATOR		Responds to needs of others and tries to help others with simple tasks.

CONTENT STANDARD

Domain II: Social and Emotional Development (Birth to 9 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 9.	Child manages emotions with the support of familiar adults. (0-36 months)
INDICATOR		Quiets or stops crying when held and gently rocked or talked to by a familiar adult.

		Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
INDICATOR		Uses different ways to calm or comfort self when upset.
INDICATOR		Responds positively to emotional support from adults and other children.
CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 10.	Child shows awareness about self and how to connect with others. (0-36 months)
INDICATOR		Learns about self by exploring hands, feet, body, and movement.
		No Correlations
INDICATOR		Shows awareness of self, including own body, abilities, thoughts, and feelings.
INDICATOR		Shows awareness of others as having thoughts and feelings separate from own.
CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 11.	Child understands some characteristics of self and others. (0-36 months)
INDICATOR		Listens and responds by quieting, smiling, or cooing when name is said to child or when it is used in conversation with a familiar adult.
		Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
INDICATOR		Recognizes own name.
INDICATOR		Identifies some physical characteristics of self.
INDICATOR		Recognizes some similarities and differences between self and others.
CONTENT STANDARD		Domain II: Social and Emotional Development (Birth to 9 months)
BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 12.	Child shows confidence in own abilities through relationships with others. (0-36 months)
INDICATOR		Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.

Objectives for Development and Learning

- **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**

Objective 10a.2 Engages in simple back-and-forth exchanges with others

INDICATOR

Show confidence in increasing abilities.

INDICATOR

Show others what they can do.

CONTENT STANDARD**Domain II: Social and Emotional Development (Birth to 9 months)****BENCHMARK****Sense of Identity and Belonging****GRADE LEVEL EXPECTATION**

IT-SE 13.

Child develops a sense of belonging through relationships with others. (0-36 months)

INDICATOR

Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.

Objectives for Development and Learning

- **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

INDICATOR

Identifies self as a member of a family.

INDICATOR

Points to or names self and other familiar people, such as in photos or pictures.

INDICATOR

Talks about family members, familiar people, or friends who may not be present.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (Birth to 9 months)****BENCHMARK****Language – Attending and Understanding****GRADE LEVEL EXPECTATION**

IT-LC 1.

Child attends to, understands, and responds to communication and language from others. (0-36 months)

INDICATOR

Attends to verbal and nonverbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.

Objectives for Development and Learning

- **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**

Objective 10a.2 Engages in simple back-and-forth exchanges with others

INDICATOR

Shows understanding of some words and phrases used in conversation, such as by responding to simple questions.

INDICATOR

Shows comprehension of simple sentences, such as by listening to and following one-or two-step directions.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (Birth to 9 months)**

BENCHMARK		Language – Attending and Understanding
GRADE LEVEL EXPECTATION	IT-LC 2.	Child learns from communication and language experiences with others. (0-36 months)
INDICATOR		Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.
		Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
INDICATOR		Acts on descriptions provided by others about people, objects, or events.
INDICATOR		Demonstrates interest and understanding when participating in language activities or games.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (Birth to 9 months)**

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	IT-LC 3.	Child communicates needs and wants non-verbally and by using language. (0-36 months)
INDICATOR		Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.
		Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR		Uses combinations of words and simple sentences or signs in a variety of situations.
INDICATOR		Uses simple sentences, such as three- and four-word sentences, to communicate needs and wants.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (Birth to 9 months)**

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	IT-LC 4.	Child uses non-verbal communication and language to engage others in interaction. (0-36 months)
INDICATOR		Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.

Objectives for Development and Learning**• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**

Objective 9a.2 Vocalizes and gestures to communicate

INDICATOR

Initiates and responds in conversations with others.

INDICATOR

Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information.

INDICATOR

Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (Birth to 9 months)****BENCHMARK****Language – Communicating and Speaking****GRADE LEVEL EXPECTATION**

IT-LC 5.

Child uses increasingly complex language in conversation with others. (0-36 months)**INDICATOR**

Explores sounds common in many languages, such as "ma-ma" or "ba-ba."

Objectives for Development and Learning**• Objective 9 Uses language to express thoughts and needs b. Speaks clearly**

Objective 9b.2 Babbles strings of single consonant sounds and combines sounds

INDICATOR

Uses sentences of three or more words in conversation with others.

INDICATOR

Asks and answers simple questions in conversations with others.

INDICATOR

Refers to past or future events in conversation with others.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (Birth to 9 months)****BENCHMARK****Language – Communicating and Speaking****GRADE LEVEL EXPECTATION**

IT-LC 6.

Child initiates non-verbal communication and language to learn and gain information. (0-36 months)**INDICATOR**

Takes turns in non-verbal conversations by using facial expressions, sounds, gestures, or signs to initiate or respond to communication.

Objectives for Development and Learning**• Objective 10 Uses appropriate conversational and other communication skills a.****Engages in conversations**

Objective 10a.2 Engages in simple back-and-forth exchanges with others

INDICATOR

Asks questions in a variety of ways.

INDICATOR

Repeats or re-phrases questions until a response is received.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (Birth to 9 months)**

BENCHMARK		Language – Vocabulary
GRADE LEVEL EXPECTATION	IT-LC 7.	Child understands an increasing number of words used in communication with others. (0-36 months)
INDICATOR		<p>Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.</p> <p>Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.3 Emerging to 8a.4 Identifies familiar people, animals, and objects when prompted</p>
INDICATOR		Shows understanding of the meaning of common words used in daily activities.
INDICATOR		Attends to new words used in conversation with others.
INDICATOR		Understands most positional words, such as on, under, up, or down.
CONTENT STANDARD		Domain III: Language, Communication, and Literacy (Birth to 9 months)
BENCHMARK		Language – Vocabulary
GRADE LEVEL EXPECTATION	IT-LC 8.	Child uses an increasing number of words in communication and conversation with others. (0-36 months)
INDICATOR		<p>May use signs or verbalizations for familiar people or objects.</p> <p>Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
INDICATOR		Shows understanding of the meaning of common words used in daily activities.
INDICATOR		Attends to new words used in conversation with others.
INDICATOR		Understands most positional words, such as on, under, up, or down.
CONTENT STANDARD		Domain III: Language, Communication, and Literacy (Birth to 9 months)
BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 9.	Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. (0-36 months)
INDICATOR		Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.

		Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.1 Emerging to 15a.2 Joins in rhyming songs and games
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INDICATOR	Repeats simple familiar rhymes or sings favorite songs.
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INDICATOR	Retells familiar stories using props.
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CONTENT STANDARD

Domain III: Language, Communication, and Literacy (Birth to 9 months)

BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 10.	Child handles books and relates them to their stories or information. (0-36 months)
INDICATOR		Explores a book by touching it, patting it, or putting it in mouth. Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books

INDICATOR	Asks to have several favorite books read over and over.
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INDICATOR	Holds book, turns pages, and pretends to read.
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CONTENT STANDARD

Domain III: Language, Communication, and Literacy (Birth to 9 months)

BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 11.	Child recognizes pictures and some symbols, signs, or words. (0-36 months)
INDICATOR		Looks at pictures of familiar people, animals, or objects while an adult points at and/or names the person, animal, or object. Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs

INDICATOR	Points to and names some letters or characters in their names.
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INDICATOR	Recognizes familiar signs on a building or street.
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INDICATOR	Attributes meaning to some symbols, such as a familiar logo or design.
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CONTENT STANDARD

Domain III: Language, Communication, and Literacy (Birth to 9 months)

BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 12.	Child comprehends meaning from pictures and stories. (0-36 months)



INDICATOR		Looks at picture books and listens to an adult talk about pictures in a book.
		Objectives for Development and Learning · Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR		Uses pictures as a guide to talk about a story that has been read.
INDICATOR		Asks or answers questions about what is happening in a book or story.
INDICATOR		Identifies the feelings of characters in a book or story.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (Birth to 9 months)

BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 13.	Child makes marks and uses them to represent objects or actions. (0-36 months)
INDICATOR		Emerging Skills

CONTENT STANDARD

Domain IV: Cognition (Birth to 9 months)

BENCHMARK		Cognition – Exploration and Discovery
GRADE LEVEL EXPECTATION	IT-C 1.	Child actively explores people and objects to understand self, others, and objects. (0-36 months)
INDICATOR		Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping. Objectives for Development and Learning · Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR		Learns about characteristics of people and properties and uses of objects through the senses and active exploration.
INDICATOR		Experiments with everyday objects or materials to answer "What?" "Why?" or "How?" questions.

CONTENT STANDARD

Domain IV: Cognition (Birth to 9 months)

BENCHMARK		Cognition – Exploration and Discovery
GRADE LEVEL EXPECTATION	IT-C 2.	Child uses understanding of causal relationships to act on social and physical environments. (0-36 months)
INDICATOR		Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.



Objectives for Development and Learning**• Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.2 Repeats actions to obtain similar results

INDICATOR

Makes simple predictions about what will happen next, such as in a story or in everyday routines.

INDICATOR

Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.

CONTENT STANDARD**Domain IV: Cognition (Birth to 9 months)****BENCHMARK****Cognition – Memory****GRADE LEVEL EXPECTATION**

IT-C 3.

Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. (0-36 months)

INDICATOR

Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.

Objectives for Development and Learning**• Objective 12 Remembers and connects experiences a. Recognizes and recalls**

Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

INDICATOR

Comments about similarities or differences between new people, objects, or events, and ones that are more familiar.

INDICATOR

Tells others about what will happen next or about changes in usual routines or schedules.

CONTENT STANDARD**Domain IV: Cognition (Birth to 9 months)****BENCHMARK****Cognition – Memory****GRADE LEVEL EXPECTATION**

IT-C 4.

Child recognizes the stability of people and objects in the environment. (0-36 months)

INDICATOR

Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.

Objectives for Development and Learning**• Objective 12 Remembers and connects experiences a. Recognizes and recalls**

Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

INDICATOR

Notifies who is missing from a familiar group, such as family at dinner or children in a playgroup.

INDICATOR

Looks in several different places for a toy that was played with a few days before.



CONTENT STANDARD**Domain IV: Cognition (Birth to 9 months)**

BENCHMARK		Cognition – Memory
GRADE LEVEL EXPECTATION	IT-C 5.	Child uses memories as a foundation for more complex actions and thoughts. (0-36 months)
INDICATOR		Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed. Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
INDICATOR		Recalls a similar family event when hearing a story read.
INDICATOR		Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.
INDICATOR		Repeats simple rules about expected behavior, such as "We wash our hands before we eat."

CONTENT STANDARD**Domain IV: Cognition (Birth to 9 months)**

BENCHMARK		Cognition – Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	IT-C 6.	Child learns to use a variety of strategies in solving problems. (0-36 months)
INDICATOR		Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
INDICATOR		Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.
INDICATOR		Tries to solve the same problem in several different ways at different times.

CONTENT STANDARD**Domain IV: Cognition (Birth to 9 months)**

BENCHMARK		Cognition – Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	IT-C 7.	Child uses reasoning and plans ahead to solve problems. (0-36 months)
INDICATOR		Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems

	Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
INDICATOR	Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.
INDICATOR	Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.

CONTENT STANDARD

Domain IV: Cognition (Birth to 9 months)

BENCHMARK		Cognition – Emergent Mathematical Thinking
GRADE LEVEL EXPECTATION	IT-C 8.	Child develops sense of number and quantity. (0-36 months)
INDICATOR		<p>Attends to quantity in play with objects, such as reaching or looking for more than one object.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantify <p>Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
INDICATOR		Counts small number of objects (two or three), sometimes counting the same object twice or using numbers out of order.
INDICATOR		Identifies "more" or "less" with a small number of items without needing to count them.
INDICATOR		Uses fingers to show how old they are.

CONTENT STANDARD

Domain IV: Cognition (Birth to 9 months)

BENCHMARK		Cognition – Emergent Mathematical Thinking
GRADE LEVEL EXPECTATION	IT-C 9.	Child uses spatial awareness to understand objects and their movement in space. (0-36 months)
INDICATOR		<p>Explores or examines objects and watches objects when they move.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.1 Emerging to 21a.2 Follows simple directions related to position (in, on, under, up, down)</p>
INDICATOR		Does puzzles with interlocking pieces, different colors, and shapes.
INDICATOR		Understands some effects of size or weight when picking up or moving objects.

CONTENT STANDARD

Domain IV: Cognition (Birth to 9 months)

BENCHMARK		Cognition – Emergent Mathematical Thinking
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GRADE LEVEL EXPECTATION	IT-C 10.	Child uses matching and sorting of objects or people to understand similar and different characteristics. (0-36 months)
INDICATOR		<p>Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.</p> <p>Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.1 Emerging to 13.2 Matches similar objects</p>
INDICATOR		Sorts toys or other objects by color, shape, or size.
INDICATOR		Orders some objects by size.
INDICATOR		Identifies characteristics of people, such as "Mom has black hair like me."
CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Imitation and Symbolic Representation and Play
GRADE LEVEL EXPECTATION	IT-C 11.	Child observes and imitates sounds, words, gestures, actions and behaviors. (0-36 months)
INDICATOR		<p>Engages in reciprocal imitation games, such as patting on a table or handling an object back and forth.</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.1 Emerging to 11e.2 Imitates others in using objects in new and/or unanticipated ways</p>
INDICATOR		Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.
INDICATOR		Imitates someone else's conversation, such as in pretend play or on a toy phone.
CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Imitation and Symbolic Representation and Play
GRADE LEVEL EXPECTATION	IT-C 12.	Child uses objects or symbols to represent something else. (0-36 months)
INDICATOR		Emerging Skills
CONTENT STANDARD		Domain IV: Cognition (Birth to 9 months)
BENCHMARK		Cognition – Imitation and Symbolic Representation and Play
GRADE LEVEL EXPECTATION	IT-C 13.	Child uses pretend play to increase understanding of culture, environment, and experiences. (0-36 months)

INDICATOR		Emerging Skills
CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Perception
GRADE LEVEL EXPECTATION	IT-PMP 1.	Child uses perceptual information to understand objects, experiences, and interactions. (0-36 months)
INDICATOR		<p>Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
INDICATOR		Combines information gained through the senses to understand objects, experiences, and interactions.
INDICATOR		Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.
INDICATOR		Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.

CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Perception
GRADE LEVEL EXPECTATION	IT-PMP 2.	Child uses perceptual information in directing own actions, experiences, and interactions. (0-36 months)
INDICATOR		<p>Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.2 Moves to explore immediate environment</p>
INDICATOR		Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.
INDICATOR		Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.

CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Gross Motor

GRADE LEVEL EXPECTATION	IT-PMP 3.	Child demonstrates effective and efficient use of large muscles for movement and position. (0-36 months)
INDICATOR		<p>Explores new body positions and movements, such as rolling over, sitting, crawling, hitting, or kicking at objects to achieve goals.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment • Objective 6 Demonstrates gross-motor manipulative skill Objective 6.2 Reaches, grasps, and releases objects
INDICATOR		Coordinates movements and actions for a purpose.
INDICATOR		Walks and runs, adjusting speed or direction depending on the situation.
CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	IT-PMP 4.	Child demonstrates effective and efficient use of large muscles to explore the environment. (0-36 months)
INDICATOR		<p>Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 05 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
INDICATOR		Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.
INDICATOR		Experiments with different ways of moving the body, such as dancing around the room.
CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)
BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	IT-PMP 5.	Child uses sensory information and body awareness to understand how their body relates to the environment. (0-36 months)
INDICATOR		Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.

		Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR		Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book.
INDICATOR		Adjusts position of body to fit through or into small spaces.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)

BENCHMARK		Fine Motor
GRADE LEVEL EXPECTATION	IT-PMP 6.	Child coordinates hand and eye movements to perform actions. (0-36 months)
INDICATOR		Coordinates hands and eyes when reaching for and holding stable or moving objects. Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR		Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.
INDICATOR		Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)

BENCHMARK		Fine Motor
GRADE LEVEL EXPECTATION	IT-PMP 7.	Child uses hands for exploration, play, and daily routines. (0-36 months)
INDICATOR		Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object. Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR		Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.
INDICATOR		Coordinates use of both hands to put things together, such as connecting blocks or linking toys.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)

BENCHMARK		Fine Motor
GRADE LEVEL EXPECTATION	IT-PMP 8.	Child adjusts reach and grasp to use tools. (0-36 months)
INDICATOR		<p>Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.</p> <p>Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>
INDICATOR		Adjusts grasp with ease to new tools and materials.
INDICATOR		Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads.
INDICATOR		Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)

BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	IT-PMP 9.	Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (0-36 months)
INDICATOR		Emerging Skills

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)

BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	IT-PMP 10.	Child uses safe behaviors with support from adults. (0-36 months)
INDICATOR		Emerging Skills

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (Birth to 9 months)

BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	IT-PMP 11.	Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices. (0-36 months)
INDICATOR		Emerging Skills

Ages: 8-18 months

CONTENT STANDARD

Domain I: Approaches to Play and Learning (8 to 18 months)

BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 1.	Child manages feelings and emotions with support of familiar adults. (0-36 months)
INDICATOR		Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.
		<u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
INDICATOR		Looks to others for help in coping with strong feelings and emotions.
INDICATOR		Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation, to handle strong feelings and emotions.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (8 to 18 months)

BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 2.	Child manages actions and behavior with support of familiar adults. (0-36 months)
INDICATOR		Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.
		<u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
INDICATOR		Participates in and follows everyday routines with the support of familiar adults.
INDICATOR		Communicates verbally or non-verbally about basic needs.
INDICATOR		Manages short delays in getting physical needs met with the support of familiar adults.
INDICATOR		Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult's hand when crossing the street.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (8 to 18 months)

BENCHMARK		Cognitive Self-Regulation
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GRADE LEVEL EXPECTATION	IT-APL 3.	Child maintains focus and sustains attention with support. (0-36 months)
INDICATOR		Shows increasing ability to attend to people, objects, and activities in order to extend or complete an activity, or to join.
		<u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR		Maintains engagement in interactions with familiar adults and children.
INDICATOR		Chooses to join in activities or pays attention to tasks and activities that are self-initiated.
INDICATOR		Maintains focus and attention on a simple task or activity for short periods of time.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (8 to 18 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 4.	Child develops the ability to show persistence in actions and behavior. (0-36 months)
INDICATOR		Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.
		<u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
INDICATOR		Persists in learning new skills or solving problems.
INDICATOR		Continues efforts to finish a challenging activity or task with support of an adult.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (8 to 18 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 5.	Child demonstrates the ability to be flexible in actions and behavior. (0-36 months)
INDICATOR		Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.
		<u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
INDICATOR		Adjusts to changes in routines or usual activities when informed ahead of time by adults.
INDICATOR		Makes common, everyday transitions that are part of a daily schedule.
INDICATOR		Shows flexibility in problem solving by trying more than one approach.



CONTENT STANDARD**Domain I: Approaches to Play and Learning (8 to 18 months)**

BENCHMARK		Initiative and Curiosity
GRADE LEVEL EXPECTATION	IT-APL 6.	Child demonstrates emerging initiative in interactions, experiences, and explorations. (0-36 months)
INDICATOR		<p>Points to desired people, objects, or places. Initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
INDICATOR		Engages others in interactions or shared activities.
INDICATOR		Demonstrates initiative by making choices or expressing preferences.
INDICATOR		Attempts challenging tasks with or without adult help.
INDICATOR		Shows eagerness to try new things.

CONTENT STANDARD**Domain I: Approaches to Play and Learning (8 to 18 months)**

BENCHMARK		Initiative and Curiosity
GRADE LEVEL EXPECTATION	IT-APL 7.	Child shows interest in and curiosity about objects, materials, or events. (0-36 months)
INDICATOR		<p>Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
INDICATOR		Asks questions about what things are, how they are used, or what is happening.
INDICATOR		Experiments with different ways of using new objects or materials.
INDICATOR		Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.

CONTENT STANDARD**Domain I: Approaches to Play and Learning (8 to 18 months)**

BENCHMARK		Creativity
GRADE LEVEL EXPECTATION	IT-APL 8.	Child uses creativity to increase understanding and learning. (0-36 months)



INDICATOR		<p>Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</p>
INDICATOR		Pays attention to new or unusual things.
INDICATOR		Shows willingness to participate in new activities or experiences.
INDICATOR		Uses language in creative ways, sometimes making up words or rhymes.
CONTENT STANDARD		Domain I: Approaches to Play and Learning (8 to 18 months)
BENCHMARK		Creativity
GRADE LEVEL EXPECTATION	IT-APL 9.	Child shows imagination in play and interactions with others. (0-36 months)
INDICATOR		<p>Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
INDICATOR		Uses pretend and imaginary objects or people in play or interaction with others.
INDICATOR		Uses materials such as paper, paint, crayons, or blocks to make novel things.
CONTENT STANDARD		Domain II: Social and Emotional Development (8 to 18 months)
BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	IT-SE 1.	Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. (0-36 months)
INDICATOR		<p>Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
INDICATOR		Shows emotional connection and attachment to familiar adults.
INDICATOR		Turns to familiar adults for protection, comfort, and getting needs met.

CONTENT STANDARD**Domain II: Social and Emotional Development (8 to 18 months)**

BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	IT-SE 2.	Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. (0-36 months)
INDICATOR		Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR		Engages in and may initiate behaviors that build relationships with familiar adults.
INDICATOR		Uses familiar adults for reassurance when engaging with new adults.

CONTENT STANDARD**Domain II: Social and Emotional Development (8 to 18 months)**

BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	IT-SE 3.	Child learns to use adults as a resource to meet needs. (0-36 months)
INDICATOR		Looks to or seeks help from a familiar adult, such as taking the adult's hand and leading them to something the child wants or needs. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR		Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.
INDICATOR		Shows preference for familiar adults when in distress.

CONTENT STANDARD**Domain II: Social and Emotional Development (8 to 18 months)**

BENCHMARK		Relationships with Other Children
GRADE LEVEL EXPECTATION	IT-SE 4.	Child shows interest in, interacts with, and develops personal relationships with other children. (0-36 months)
INDICATOR		Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers

		Objective 2c.2 Plays near other children; uses similar materials or actions
INDICATOR		Shows increasing interest in interacting with other children.
INDICATOR		Shows preference for particular playmates, such as greeting friends by name.

CONTENT STANDARD

Domain II: Social and Emotional Development (8 to 18 months)

BENCHMARK		Relationships with Other Children
GRADE LEVEL EXPECTATION	IT-SE 5.	Child imitates and engages in play with other children. (0-36 months)
INDICATOR		<p>Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.</p> <p>Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions</p>
INDICATOR		Uses multiple strategies, such as imitating or responding, in order to enter play with other children.
INDICATOR		Engages in extended play with other children with a common focus.
INDICATOR		Engages in simple cooperative play with other children.

CONTENT STANDARD

Domain II: Social and Emotional Development (8 to 18 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 6.	Child learns to express a range of emotions. (0-36 months)
INDICATOR		<p>Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.</p> <p>Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>
INDICATOR		Expresses a variety of emotions through facial expressions, sounds, gestures, or words.
INDICATOR		Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions.

CONTENT STANDARD

Domain II: Social and Emotional Development (8 to 18 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 7.	Child recognizes and interprets emotions of others with the support of familiar adults. (0-36 months)

INDICATOR		<p>Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles, or showing excitement when other children are excited.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others' emotional expressions</p>
INDICATOR		Recognizes feelings and emotions of others.
INDICATOR		Responds to feelings and emotions of others with support from familiar adults.
INDICATOR		Describes feelings of characters in a book with support from an adult.

CONTENT STANDARD

Domain II: Social and Emotional Development (8 to 18 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 8.	Child expresses care and concern toward others. (0-36 months)
INDICATOR		<p>Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
INDICATOR		Shows care and concern for others, including comforting others in distress.
INDICATOR		Responds to needs of others and tries to help others with simple tasks.

CONTENT STANDARD

Domain II: Social and Emotional Development (8 to 18 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 9.	Child manages emotions with the support of familiar adults. (0-36 months)
INDICATOR		<p>Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
INDICATOR		Uses different ways to calm or comfort self when upset.
INDICATOR		Responds positively to emotional support from adults and other children.

CONTENT STANDARD**Domain II: Social and Emotional Development (8 to 18 months)**

BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 10.	Child shows awareness about self and how to connect with others. (0-36 months)
INDICATOR		Experiments with use of hands and body, discovering new capacities, and how movement and gestures can be used to relate to others. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATOR		Shows awareness of self, including own body, abilities, thoughts, and feelings.
INDICATOR		Shows awareness of others as having thoughts and feelings separate from own.

CONTENT STANDARD**Domain II: Social and Emotional Development (8 to 18 months)**

BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 11.	Child understands some characteristics of self and others. (0-36 months)
INDICATOR		Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATOR		Recognizes own name.
INDICATOR		Identifies some physical characteristics of self.
INDICATOR		Recognizes some similarities and differences between self and others.

CONTENT STANDARD**Domain II: Social and Emotional Development (8 to 18 months)**

BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 12.	Child shows confidence in own abilities through relationships with others. (0-36 months)
INDICATOR		Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately

		Objective 1c.4 Seeks to do things for self
INDICATOR		Show confidence in increasing abilities.
INDICATOR		Show others what they can do.

CONTENT STANDARD

Domain II: Social and Emotional Development (8 to 18 months)

BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 13.	Child develops a sense of belonging through relationships with others. (0-36 months)
INDICATOR		<p>Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.</p> <p>Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
INDICATOR		Identifies self as a member of a family.
INDICATOR		Points to or names self and other familiar people, such as in photos or pictures.
INDICATOR		Talks about family members, familiar people, or friends who may not be present.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (8 to 18 months)

BENCHMARK		Language – Attending and Understanding
GRADE LEVEL EXPECTATION	IT-LC 1.	Child attends to, understands, and responds to communication and language from others. (0-36 months)
INDICATOR		<p>Shows understanding of the meaning of familiar caregivers' verbal and nonverbal communication and responds with facial expressions, gestures, words, or actions, such as looking at people or objects being referred to in the environment.</p> <p>Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others</p>
INDICATOR		Shows understanding of some words and phrases used in conversation, such as by responding to simple questions.
INDICATOR		Shows comprehension of simple sentences, such as by listening to and following one-or two-step directions.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (8 to 18 months)

BENCHMARK		Language – Attending and Understanding
GRADE LEVEL EXPECTATION	IT-LC 2.	Child learns from communication and language experiences with others. (0-36 months)



INDICATOR		<p>Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.2 Shows an interest in the speech of others</p>
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INDICATOR		Acts on descriptions provided by others about people, objects, or events.
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INDICATOR		Demonstrates interest and understanding when participating in language activities or games.
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CONTENT STANDARD

Domain III: Language, Communication, and Literacy (8 to 18 months)

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	IT-LC 3.	Child communicates needs and wants non-verbally and by using language. (0-36 months)
INDICATOR		<p>Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>

INDICATOR		Uses combinations of words and simple sentences or signs in a variety of situations.
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INDICATOR		Uses simple sentences, such as three- and four-word sentences, to communicate needs and wants.
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CONTENT STANDARD

Domain III: Language, Communication, and Literacy (8 to 18 months)

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	IT-LC 4.	Child uses non-verbal communication and language to engage others in interaction. (0-36 months)
INDICATOR		<p>Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>

INDICATOR	Initiates and responds in conversations with others.
INDICATOR	Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information.
INDICATOR	Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (8 to 18 months)

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	IT-LC 5.	Child uses increasingly complex language in conversation with others. (0-36 months)
INDICATOR		<p>Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
INDICATOR		Uses sentences of three or more words in conversation with others.
INDICATOR		Asks and answers simple questions in conversations with others.
INDICATOR		Refers to past or future events in conversation with others.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (8 to 18 months)

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	IT-LC 6.	Child initiates non-verbal communication and language to learn and gain information. (0-36 months)
INDICATOR		<p>Asks simple questions using gestures, such as pointing, signs or words, with variations in pitch and intonation.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
INDICATOR		Asks questions in a variety of ways.
INDICATOR		Repeats or re-phrases questions until a response is received.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (8 to 18 months)

BENCHMARK		Language – Vocabulary
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GRADE LEVEL EXPECTATION	IT-LC 7.	Child understands an increasing number of words used in communication with others. (0-36 months)
INDICATOR		<p>Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>
INDICATOR		Shows understanding of the meaning of common words used in daily activities.
INDICATOR		Attends to new words used in conversation with others.
INDICATOR		Understands most positional words, such as on, under, up, or down.
CONTENT STANDARD		Domain III: Language, Communication, and Literacy (8 to 18 months)
BENCHMARK		Language – Vocabulary
GRADE LEVEL EXPECTATION	IT-LC 8.	Child uses an increasing number of words in communication and conversation with others. (0-36 months)
INDICATOR		<p>Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
INDICATOR		Shows understanding of the meaning of common words used in daily activities.
INDICATOR		Attends to new words used in conversation with others.
INDICATOR		Understands most positional words, such as on, under, up, or down.
CONTENT STANDARD		Domain III: Language, Communication, and Literacy (8 to 18 months)
BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 9.	Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. (0-36 months)
INDICATOR		Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.

Objectives for Development and Learning**Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition****a. Notices and discriminates rhyme**

Objective 15a.2 Joins in rhyming songs and games

INDICATOR

Repeats simple familiar rhymes or sings favorite songs.

INDICATOR

Retells familiar stories using props.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (8 to 18 months)****BENCHMARK****Language – Emergent Literacy****GRADE LEVEL EXPECTATION****IT-LC 10.****Child handles books and relates them to their stories or information. (0-36 months)****INDICATOR****Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.****Objectives for Development and Learning****• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

Objective 17a.2 Shows interest in books

INDICATOR

Asks to have several favorite books read over and over.

INDICATOR

Holds book, turns pages, and pretends to read.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (8 to 18 months)****BENCHMARK****Language – Emergent Literacy****GRADE LEVEL EXPECTATION****IT-LC 11.****Child recognizes pictures and some symbols, signs, or words. (0-36 months)****INDICATOR****Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.****Objectives for Development and Learning****• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically**

Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs

INDICATOR

Points to and names some letters or characters in their names.

INDICATOR

Recognizes familiar signs on a building or street.

INDICATOR

Attributes meaning to some symbols, such as a familiar logo or design.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (8 to 18 months)****BENCHMARK****Language – Emergent Literacy****GRADE LEVEL EXPECTATION****IT-LC 12.****Child comprehends meaning from pictures and stories. (0-36 months)**

INDICATOR		Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.
		Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
INDICATOR		Uses pictures as a guide to talk about a story that has been read.
INDICATOR		Asks or answers questions about what is happening in a book or story.
INDICATOR		Identifies the feelings of characters in a book or story.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (8 to 18 months)

BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 13.	Child makes marks and uses them to represent objects or actions. (0-36 months)
INDICATOR		Makes marks on a paper with a large crayon or marker to explore writing materials. Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
INDICATOR		Draws pictures using scribbles and talks with others about what they have made.
INDICATOR		Draws straight lines or curved lines.
INDICATOR		Makes letter-like marks or scribbles on paper.

CONTENT STANDARD

Domain IV: Cognition (8 to 18 months)

BENCHMARK		Cognition – Exploration and Discovery
GRADE LEVEL EXPECTATION	IT-C 1.	Child actively explores people and objects to understand self, others, and objects. (0-36 months)
INDICATOR		Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table. Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
INDICATOR		Learns about characteristics of people and properties and uses of objects through the senses and active exploration.

INDICATOR	Experiments with everyday objects or materials to answer "What?" "Why?" or "How?" questions.
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CONTENT STANDARD

Domain IV: Cognition (8 to 18 months)

BENCHMARK		Cognition – Exploration and Discovery
GRADE LEVEL EXPECTATION	IT-C 2.	Child uses understanding of causal relationships to act on social and physical environments. (0-36 months)

INDICATOR		<p>Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.</p> <p><u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
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INDICATOR	Makes simple predictions about what will happen next, such as in a story or in everyday routines.
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INDICATOR	Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.
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CONTENT STANDARD

Domain IV: Cognition (8 to 18 months)

BENCHMARK		Cognition – Memory
GRADE LEVEL EXPECTATION	IT-C 3.	Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. (0-36 months)

INDICATOR		<p>Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.</p> <p><u>Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
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INDICATOR	Comments about similarities or differences between new people, objects, or events, and ones that are more familiar.
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INDICATOR	Tells others about what will happen next or about changes in usual routines or schedules.
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CONTENT STANDARD

Domain IV: Cognition (8 to 18 months)

BENCHMARK		Cognition – Memory
GRADE LEVEL EXPECTATION	IT-C 4.	Child recognizes the stability of people and objects in the environment. (0-36 months)



INDICATOR		<p>Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
INDICATOR		Notifies who is missing from a familiar group, such as family at dinner or children in a playgroup.
INDICATOR		Looks in several different places for a toy that was played with a few days before.
CONTENT STANDARD		Domain IV: Cognition (8 to 18 months)
BENCHMARK		Cognition – Memory
GRADE LEVEL EXPECTATION	IT-C 5.	Child uses memories as a foundation for more complex actions and thoughts. (0-36 months)
INDICATOR		<p>Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
INDICATOR		Recalls a similar family event when hearing a story read.
INDICATOR		Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.
INDICATOR		Repeats simple rules about expected behavior, such as "We wash our hands before we eat."
CONTENT STANDARD		Domain IV: Cognition (8 to 18 months)
BENCHMARK		Cognition – Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	IT-C 6.	Child learns to use a variety of strategies in solving problems. (0-36 months)
INDICATOR		<p>Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.2 Repeats actions to obtain similar results</p>
INDICATOR		Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.

INDICATOR		Tries to solve the same problem in several different ways at different times.
CONTENT STANDARD		Domain IV: Cognition (8 to 18 months)
BENCHMARK		Cognition – Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	IT-C 7.	Child uses reasoning and plans ahead to solve problems. (0-36 months)
INDICATOR		<p>Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
INDICATOR		Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.
INDICATOR		Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.
CONTENT STANDARD		Domain IV: Cognition (8 to 18 months)
BENCHMARK		Cognition – Emergent Mathematical Thinking
GRADE LEVEL EXPECTATION	IT-C 8.	Child develops sense of number and quantity. (0-36 months)
INDICATOR		<p>Uses a few basic words to refer to change in the number of objects, such as asking for "more" or saying "all gone" when a plate is empty.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantify <p>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
INDICATOR		Counts small number of objects (two or three), sometimes counting the same object twice or using numbers out of order.
INDICATOR		Identifies "more" or "less" with a small number of items without needing to count them.
INDICATOR		Uses fingers to show how old they are.
CONTENT STANDARD		Domain IV: Cognition (8 to 18 months)
BENCHMARK		Cognition – Emergent Mathematical Thinking
GRADE LEVEL EXPECTATION	IT-C 9.	Child uses spatial awareness to understand objects and their movement in space. (0-36 months)
INDICATOR		Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.

Objectives for Development and Learning**• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**

Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)

INDICATOR

Does puzzles with interlocking pieces, different colors, and shapes.

INDICATOR

Understands some effects of size or weight when picking up or moving objects.

CONTENT STANDARD**Domain IV: Cognition (8 to 18 months)****BENCHMARK****Cognition – Emergent Mathematical Thinking****GRADE LEVEL EXPECTATION****IT-C 10.****Child uses matching and sorting of objects or people to understand similar and different characteristics. (0-36 months)****INDICATOR****Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.****Objectives for Development and Learning****• Objective 13 Uses classification skills**

Objective 13.2 Matches similar objects

INDICATOR

Sorts toys or other objects by color, shape, or size.

INDICATOR

Orders some objects by size.

INDICATOR

Identifies characteristics of people, such as "Mom has black hair like me."

CONTENT STANDARD**Domain IV: Cognition (8 to 18 months)****BENCHMARK****Cognition – Imitation and Symbolic Representation and Play****GRADE LEVEL EXPECTATION****IT-C 11.****Child observes and imitates sounds, words, gestures, actions and behaviors. (0-36 months)****INDICATOR****Imitates what other people did earlier, such as wiping up a spill or closing a door.****Objectives for Development and Learning****• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.2 Imitates actions of others during play; uses real objects as props

INDICATOR

Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.

INDICATOR

Imitates someone else's conversation, such as in pretend play or on a toy phone.

CONTENT STANDARD**Domain IV: Cognition (8 to 18 months)****BENCHMARK****Cognition – Imitation and Symbolic Representation and Play**

GRADE LEVEL EXPECTATION	IT-C 12.	Child uses objects or symbols to represent something else. (0-36 months)
INDICATOR		<p>Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
INDICATOR		Uses familiar objects to represent something else.
INDICATOR		Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.
INDICATOR		Understand that some symbols have meaning, such as a sign or a drawing.
CONTENT STANDARD		Domain IV: Cognition (8 to 18 months)
BENCHMARK		Cognition – Imitation and Symbolic Representation and Play
GRADE LEVEL EXPECTATION	IT-C 13.	Child uses pretend play to increase understanding of culture, environment, and experiences. (0-36 months)
INDICATOR		<p>Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
INDICATOR		Seeks to involve others in pretend or make-believe play.
INDICATOR		Looks for props to use when telling or making up a story.
INDICATOR		Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.
CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (8 to 18 months)
BENCHMARK		Perception
GRADE LEVEL EXPECTATION	IT-PMP 1.	Child uses perceptual information to understand objects, experiences, and interactions. (0-36 months)
INDICATOR		Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.

		Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR		Combines information gained through the senses to understand objects, experiences, and interactions.
INDICATOR		Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.
INDICATOR		Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (8 to 18 months)

BENCHMARK		Perception
GRADE LEVEL EXPECTATION	IT-PMP 2.	Child uses perceptual information in directing own actions, experiences, and interactions. (0-36 months)
INDICATOR		Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way. Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR		Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.
INDICATOR		Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (8 to 18 months)

BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	IT-PMP 3.	Child demonstrates effective and efficient use of large muscles for movement and position. (0-36 months)
INDICATOR		Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces. Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR		Coordinates movements and actions for a purpose.
INDICATOR		Walks and runs, adjusting speed or direction depending on the situation

CONTENT STANDARD**Domain VII: Perceptual, Motor, and Physical Development (8 to 18 months)**

BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	IT-PMP 4.	Child demonstrates effective and efficient use of large muscles to explore the environment. (0-36 months)
INDICATOR		<p>Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
INDICATOR		Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.
INDICATOR		Experiments with different ways of moving the body, such as dancing around the room.

CONTENT STANDARD**Domain VII: Perceptual, Motor, and Physical Development (8 to 18 months)**

BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	IT-PMP 5.	Child uses sensory information and body awareness to understand how their body relates to the environment. (0-36 months)
INDICATOR		<p>Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR		Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book.
INDICATOR		Adjusts position of body to fit through or into small spaces.

CONTENT STANDARD**Domain VII: Perceptual, Motor, and Physical Development (8 to 18 months)**

BENCHMARK		Fine Motor
GRADE LEVEL EXPECTATION	IT-PMP 6.	Child coordinates hand and eye movements to perform actions. (0-36 months)
INDICATOR		Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings, or blocks, or picking up pieces of food one by one.



Objectives for Development and Learning**• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**

Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects

INDICATOR

Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.

INDICATOR

Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.

CONTENT STANDARD**Domain VII: Perceptual, Motor, and Physical Development (8 to 18 months)****BENCHMARK****Fine Motor****GRADE LEVEL EXPECTATION**

IT-PMP 7.

Child uses hands for exploration, play, and daily routines. (0-36 months)**INDICATOR**

Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.

Objectives for Development and Learning**• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**

Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects

INDICATOR

Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.

INDICATOR

Coordinates use of both hands to put things together, such as connecting blocks or linking toys.

CONTENT STANDARD**Domain VII: Perceptual, Motor, and Physical Development (8 to 18 months)****BENCHMARK****Fine Motor****GRADE LEVEL EXPECTATION**

IT-PMP 8.

Child adjusts reach and grasp to use tools. (0-36 months)**INDICATOR**

Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.

Objectives for Development and Learning**• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**

Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects

INDICATOR

Adjusts grasp with ease to new tools and materials.

INDICATOR	Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads.
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INDICATOR	Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.
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CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (8 to 18 months)

BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	IT-PMP 9.	Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (0-36 months)
INDICATOR		<p>Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>

INDICATOR	Shows increasing independence in self-care routines with guidance from adults.
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INDICATOR	Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.
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CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (8 to 18 months)

BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	IT-PMP 10.	Child uses safe behaviors with support from adults. (0-36 months)
INDICATOR		Emerging Skills

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (8 to 18 months)

BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	IT-PMP 11.	Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices. (0-36 months)
INDICATOR		<p>Shows interest in new foods that are offered.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>

INDICATOR	Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.
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INDICATOR	Sometimes makes nutritious choices with support from an adult.
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INDICATOR	Communicates to adults when hungry, thirsty, or has had enough to eat.
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Ages: 16-36 months

CONTENT STANDARD

Domain I: Approaches to Play and Learning (16 to 36 months)

BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 1.	Child manages feelings and emotions with support of familiar adults. (0-36 months)
INDICATOR		<p>Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
INDICATOR		Looks to others for help in coping with strong feelings and emotions.
INDICATOR		Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation, to handle strong feelings and emotions.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (16 to 36 months)

BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 2.	Child manages actions and behavior with support of familiar adults. (0-36 months)
INDICATOR		<p>Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "Stop" or "No" during conflict with a peer instead of hitting. Let's the adult know when they are hungry or tired.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.4 Accepts redirection from adults</p>

INDICATOR	Participates in and follows everyday routines with the support of familiar adults.
INDICATOR	Communicates verbally or non-verbally about basic needs.
INDICATOR	Manages short delays in getting physical needs met with the support of familiar adults.
INDICATOR	Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult's hand when crossing the street.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (16 to 36 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 3.	Child maintains focus and sustains attention with support. (0-36 months)
INDICATOR		<p>Participates in activities and experiences with people, objects, or materials that require attention and common focus.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR		Maintains engagement in interactions with familiar adults and children.
INDICATOR		Chooses to join in activities or pays attention to tasks and activities that are self-initiated.
INDICATOR		Maintains focus and attention on a simple task or activity for short periods of time.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (16 to 36 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 4.	Child develops the ability to show persistence in actions and behavior. (0-36 months)
INDICATOR		<p>Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR		Persists in learning new skills or solving problems.
INDICATOR		Continues efforts to finish a challenging activity or task with support of an adult.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (16 to 36 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	IT-APL 5.	Child demonstrates the ability to be flexible in actions and behavior. (0-36 months)



INDICATOR		<p>Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.</p> <p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</p> <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
INDICATOR		Adjusts to changes in routines or usual activities when informed ahead of time by adults.
INDICATOR		Makes common, everyday transitions that are part of a daily schedule.
INDICATOR		Shows flexibility in problem solving by trying more than one approach.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (16 to 36 months)

BENCHMARK		Initiative and Curiosity
GRADE LEVEL EXPECTATION	IT-APL 6.	Child demonstrates emerging initiative in interactions, experiences, and explorations. (0-36 months)
INDICATOR		<p>Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.</p> <p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</p> <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR		Engages others in interactions or shared activities.
INDICATOR		Demonstrates initiative by making choices or expressing preferences.
INDICATOR		Attempts challenging tasks with or without adult help.
INDICATOR		Shows eagerness to try new things.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (16 to 36 months)

BENCHMARK		Initiative and Curiosity
GRADE LEVEL EXPECTATION	IT-APL 7.	Child shows interest in and curiosity about objects, materials, or events. (0-36 months)
INDICATOR		<p>Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.</p> <p><u>Objectives for Development and Learning</u></p> <p>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</p> <p>Objective 11d.4 Explores and investigates ways to make something happen</p>

INDICATOR	Asks questions about what things are, how they are used, or what is happening.
INDICATOR	Experiments with different ways of using new objects or materials.
INDICATOR	Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (16 to 36 months)

BENCHMARK		Creativity
GRADE LEVEL EXPECTATION	IT-APL 8.	Child uses creativity to increase understanding and learning. (0-36 months)
INDICATOR		<p>Combines objects or materials in new and unexpected ways. Shows delight in creating something new.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
INDICATOR		Pays attention to new or unusual things.
INDICATOR		Shows willingness to participate in new activities or experiences.
INDICATOR		Uses language in creative ways, sometimes making up words or rhymes.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (16 to 36 months)

BENCHMARK		Creativity
GRADE LEVEL EXPECTATION	IT-APL 9.	Child shows imagination in play and interactions with others. (0-36 months)
INDICATOR		<p>Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
INDICATOR		Uses pretend and imaginary objects or people in play or interaction with others.
INDICATOR		Uses materials such as paper, paint, crayons, or blocks to make novel things.

CONTENT STANDARD

Domain II: Social and Emotional Development (16 to 36 months)

BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	IT-SE 1.	Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. (0-36 months)

INDICATOR		Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.
		Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR		Shows emotional connection and attachment to familiar adults.
INDICATOR		Turns to familiar adults for protection, comfort, and getting needs met.

CONTENT STANDARD

Domain II: Social and Emotional Development (16 to 36 months)

BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	IT-SE 2.	Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. (0-36 months)
INDICATOR		Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR		Engages in and may initiate behaviors that build relationships with familiar adults.
INDICATOR		Uses familiar adults for reassurance when engaging with new adults.

CONTENT STANDARD

Domain II: Social and Emotional Development (16 to 36 months)

BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	IT-SE 3.	Child learns to use adults as a resource to meet needs. (0-36 months)
INDICATOR		Asks familiar adult for help or assistance when encountering difficult tasks or situations. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR		Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.
INDICATOR		Shows preference for familiar adults when in distress.

CONTENT STANDARD**Domain II: Social and Emotional Development (16 to 36 months)**

BENCHMARK		Relationships with Other Children
GRADE LEVEL EXPECTATION	IT-SE 4.	Child shows interest in, interacts with, and develops personal relationships with other children. (0-36 months)
INDICATOR		Seeks out other children for social interaction, including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.
		Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
INDICATOR		Shows increasing interest in interacting with other children.
INDICATOR		Shows preference for particular playmates, such as greeting friends by name.

CONTENT STANDARD**Domain II: Social and Emotional Development (16 to 36 months)**

BENCHMARK		Relationships with Other Children
GRADE LEVEL EXPECTATION	IT-SE 5.	Child imitates and engages in play with other children. (0-36 months)
INDICATOR		Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.
		Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
INDICATOR		Uses multiple strategies, such as imitating or responding, in order to enter play with other children.
INDICATOR		Engages in extended play with other children with a common focus.
INDICATOR		Engages in simple cooperative play with other children.

CONTENT STANDARD**Domain II: Social and Emotional Development (16 to 36 months)**

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 6.	Child learns to express a range of emotions. (0-36 months)
INDICATOR		Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.
		Objectives for Development and Learning • Objective 03 Participates cooperatively and constructively in group situations b. Solves

		social problems Objective 3b.2 Expresses feelings during a conflict
INDICATOR		Expresses a variety of emotions through facial expressions, sounds, gestures, or words.
INDICATOR		Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions.

CONTENT STANDARD

Domain II: Social and Emotional Development (16 to 36 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 7.	Child recognizes and interprets emotions of others with the support of familiar adults. (0-36 months)
INDICATOR		Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR		Recognizes feelings and emotions of others.
INDICATOR		Responds to feelings and emotions of others with support from familiar adults.
INDICATOR		Describes feelings of characters in a book with support from an adult.

CONTENT STANDARD

Domain II: Social and Emotional Development (16 to 36 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 8.	Child expresses care and concern toward others. (0-36 months)
INDICATOR		Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR		Shows care and concern for others, including comforting others in distress.
INDICATOR		Responds to needs of others and tries to help others with simple tasks.

CONTENT STANDARD

Domain II: Social and Emotional Development (16 to 36 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	IT-SE 9.	Child manages emotions with the support of familiar adults. (0-36 months)



INDICATOR		Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.
		Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
INDICATOR		Uses different ways to calm or comfort self when upset.
INDICATOR		Responds positively to emotional support from adults and other children.

CONTENT STANDARD

Domain II: Social and Emotional Development (16 to 36 months)

BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 10.	Child shows awareness about self and how to connect with others. (0-36 months)
INDICATOR		Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATOR		Shows awareness of self, including own body, abilities, thoughts, and feelings.
INDICATOR		Shows awareness of others as having thoughts and feelings separate from own.

CONTENT STANDARD

Domain II: Social and Emotional Development (16 to 36 months)

BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 11.	Child understands some characteristics of self and others. (0-36 months)
INDICATOR		Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others. Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
INDICATOR		Recognizes own name.
INDICATOR		Identifies some physical characteristics of self.
INDICATOR		Recognizes some similarities and differences between self and others.

CONTENT STANDARD

Domain II: Social and Emotional Development (16 to 36 months)

BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 12.	Child shows confidence in own abilities through relationships with others. (0-36 months)



INDICATOR		<p>Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
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INDICATOR Show confidence in increasing abilities.

INDICATOR Show others what they can do.

CONTENT STANDARD

Domain II: Social and Emotional Development (16 to 36 months)

BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	IT-SE 13.	Child develops a sense of belonging through relationships with others. (0-36 months)
INDICATOR		<p>Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places

INDICATOR Identifies self as a member of a family.

INDICATOR Points to or names self and other familiar people, such as in photos or pictures.

INDICATOR Talks about family members, familiar people, or friends who may not be present.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (16 to 36 months)

BENCHMARK		Language – Attending and Understanding
GRADE LEVEL EXPECTATION	IT-LC 1.	Child attends to, understands, and responds to communication and language from others. (0-36 months)
INDICATOR		<p>Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.4 Initiates and attends to brief conversations</p>

INDICATOR Shows understanding of some words and phrases used in conversation, such as by responding to simple questions.

INDICATOR		Shows comprehension of simple sentences, such as by listening to and following one-or two-step directions.
CONTENT STANDARD		Domain III: Language, Communication, and Literacy (16 to 36 months)
BENCHMARK		Language – Attending and Understanding
GRADE LEVEL EXPECTATION	IT-LC 2.	Child learns from communication and language experiences with others. (0-36 months)
INDICATOR		<p>Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.</p> <p>Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations</p>
INDICATOR		Acts on descriptions provided by others about people, objects, or events.
INDICATOR		Demonstrates interest and understanding when participating in language activities or games.

CONTENT STANDARD		Domain III: Language, Communication, and Literacy (16 to 36 months)
BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	IT-LC 3.	Child communicates needs and wants non-verbally and by using language. (0-36 months)
INDICATOR		<p>Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as "More milk," "I want juice," "Mas leche," or "Quiero juice." Children who are dual language learners may combine their languages or switch between them.</p> <p>Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
INDICATOR		Uses combinations of words and simple sentences or signs in a variety of situations.
INDICATOR		Uses simple sentences, such as three- and four-word sentences, to communicate needs and wants.

CONTENT STANDARD **Domain III: Language, Communication, and Literacy (16 to 36 months)**

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	IT-LC 4.	Child uses non-verbal communication and language to engage others in interaction. (0-36 months)
INDICATOR		<p>Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.</p> <p>Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations</p>
INDICATOR		Initiates and responds in conversations with others.
INDICATOR		Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information.
INDICATOR		Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (16 to 36 months)

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	IT-LC 5.	Child uses increasingly complex language in conversation with others. (0-36 months)
INDICATOR		<p>Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.</p> <p>Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations</p>
INDICATOR		Uses sentences of three or more words in conversation with others.
INDICATOR		Asks and answers simple questions in conversations with others.
INDICATOR		Refers to past or future events in conversation with others.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (16 to 36 months)

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	IT-LC 6.	Child initiates non-verbal communication and language to learn and gain information. (0-36 months)
INDICATOR		Seeks information and meaning of words by asking questions in words or signs, such as "What's that?" or "Who's that?" or "Why?"

Objectives for Development and Learning**• Objective 8 Listens to and understands increasingly complex language a. Comprehends language**

Objective 8a.4 Identifies familiar people, animals, and objects when prompted

INDICATOR

Asks questions in a variety of ways.

INDICATOR

Repeats or re-phrases questions until a response is received.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (16 to 36 months)****BENCHMARK****Language – Vocabulary****GRADE LEVEL EXPECTATION**

IT-LC 7.

Child understands an increasing number of words used in communication with others. (0-36 months)**INDICATOR****Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.****Objectives for Development and Learning****• Objective 8 Listens to and understands increasingly complex language a. Comprehends language**

Objective 8a.4 Identifies familiar people, animals, and objects when prompted

INDICATOR

Shows understanding of the meaning of common words used in daily activities.

INDICATOR

Attends to new words used in conversation with others.

INDICATOR

Understands most positional words, such as on, under, up, or down.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (16 to 36 months)****BENCHMARK****Language – Vocabulary****GRADE LEVEL EXPECTATION**

IT-LC 8.

Child uses an increasing number of words in communication and conversation with others. (0-36 months)**INDICATOR****Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in their languages that is similar in number to other children's vocabulary in one language.****Objectives for Development and Learning****• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**

Objective 9a.4 Names familiar, people, animals, and objects

INDICATOR

Shows understanding of the meaning of common words used in daily activities.

INDICATOR

Attends to new words used in conversation with others.

INDICATOR		Understands most positional words, such as on, under, up, or down.
CONTENT STANDARD		Domain III: Language, Communication, and Literacy (16 to 36 months)
BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 9.	Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. (0-36 months)
INDICATOR		Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories. <u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
INDICATOR		Repeats simple familiar rhymes or sings favorite songs.
INDICATOR		Retells familiar stories using props.
CONTENT STANDARD		Domain III: Language, Communication, and Literacy (16 to 36 months)
BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 10.	Child handles books and relates them to their stories or information. (0-36 months)
INDICATOR		Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book. <u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
INDICATOR		Asks to have several favorite books read over and over.
INDICATOR		Holds book, turns pages, and pretends to read.
CONTENT STANDARD		Domain III: Language, Communication, and Literacy (16 to 36 months)
BENCHMARK		Language – Emergent Literacy
GRADE LEVEL EXPECTATION	IT-LC 11.	Child recognizes pictures and some symbols, signs, or words. (0-36 months)
INDICATOR		Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.

Objectives for Development and Learning**• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**

Objective 17b.2 Shows understanding that text is meaningful and can be read

INDICATOR

Points to and names some letters or characters in their names.

INDICATOR

Recognizes familiar signs on a building or street.

INDICATOR

Attributes meaning to some symbols, such as a familiar logo or design.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (16 to 36 months)****BENCHMARK****Language – Emergent Literacy****GRADE LEVEL EXPECTATION**

IT-LC 12.

Child comprehends meaning from pictures and stories. (0-36 months)**INDICATOR**

Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.

Objectives for Development and Learning**• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills**

Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

INDICATOR

Uses pictures as a guide to talk about a story that has been read.

INDICATOR

Asks or answers questions about what is happening in a book or story.

INDICATOR

Identifies the feelings of characters in a book or story.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (16 to 36 months)****BENCHMARK****Language – Emergent Literacy****GRADE LEVEL EXPECTATION**

IT-LC 13.

Child makes marks and uses them to represent objects or actions. (0-36 months)**INDICATOR**

Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.

Objectives for Development and Learning**• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

INDICATOR

Draws pictures using scribbles and talks with others about what they have made.

INDICATOR

Draws straight lines or curved lines.

INDICATOR

Makes letter-like marks or scribbles on paper.

CONTENT STANDARD**Domain IV: Cognition (16 to 36 months)**

BENCHMARK		Cognition – Exploration and Discovery
GRADE LEVEL EXPECTATION	IT-C 1.	Child actively explores people and objects to understand self, others, and objects. (0-36 months)
INDICATOR		<p>Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
INDICATOR		Learns about characteristics of people and properties and uses of objects through the senses and active exploration.
INDICATOR		Experiments with everyday objects or materials to answer "What?" "Why?" or "How?" questions.

CONTENT STANDARD**Domain IV: Cognition (16 to 36 months)**

BENCHMARK		Cognition – Exploration and Discovery
GRADE LEVEL EXPECTATION	IT-C 2.	Child uses understanding of causal relationships to act on social and physical environments. (0-36 months)
INDICATOR		<p>Identifies the cause of observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>
INDICATOR		Makes simple predictions about what will happen next, such as in a story or in everyday routines.
INDICATOR		Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.

CONTENT STANDARD**Domain IV: Cognition (16 to 36 months)**

BENCHMARK		Cognition – Memory
GRADE LEVEL EXPECTATION	IT-C 3.	Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. (0-36 months)



INDICATOR		<p>Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.</p> <p>Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</p>
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INDICATOR	Comments about similarities or differences between new people, objects, or events, and ones that are more familiar.
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INDICATOR	Tells others about what will happen next or about changes in usual routines or schedules.
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CONTENT STANDARD

Domain IV: Cognition (16 to 36 months)

BENCHMARK		Cognition – Memory
GRADE LEVEL EXPECTATION	IT-C 4.	Child recognizes the stability of people and objects in the environment. (0-36 months)
INDICATOR		<p>Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.</p> <p>Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view</p>

INDICATOR	Notifies who is missing from a familiar group, such as family at dinner or children in a playgroup.
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INDICATOR	Looks in several different places for a toy that was played with a few days before.
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CONTENT STANDARD

Domain IV: Cognition (16 to 36 months)

BENCHMARK		Cognition – Memory
GRADE LEVEL EXPECTATION	IT-C 5.	Child uses memories as a foundation for more complex actions and thoughts. (0-36 months)
INDICATOR		<p>Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.</p> <p>Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view</p>

INDICATOR	Recalls a similar family event when hearing a story read.
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INDICATOR	Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.
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INDICATOR	Repeats simple rules about expected behavior, such as "We wash our hands before we eat."
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CONTENT STANDARD

Domain IV: Cognition (16 to 36 months)

BENCHMARK		Cognition – Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	IT-C 6.	Child learns to use a variety of strategies in solving problems. (0-36 months)
INDICATOR		<p>Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>

INDICATOR	Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.
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INDICATOR	Tries to solve the same problem in several different ways at different times.
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CONTENT STANDARD

Domain IV: Cognition (16 to 36 months)

BENCHMARK		Cognition – Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	IT-C 7.	Child uses reasoning and plans ahead to solve problems. (0-36 months)
INDICATOR		<p>Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>

INDICATOR	Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.
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INDICATOR	Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.
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CONTENT STANDARD

Domain IV: Cognition (16 to 36 months)

BENCHMARK		Cognition – Emergent Mathematical Thinking
GRADE LEVEL EXPECTATION	IT-C 8.	Child develops sense of number and quantity. (0-36 months)



INDICATOR		<p>Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much, or a lot.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.3 Emerging to 20b.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>
INDICATOR		Counts small number of objects (two or three), sometimes counting the same object twice or using numbers out of order.
INDICATOR		Identifies "more" or "less" with a small number of items without needing to count them.
INDICATOR		Uses fingers to show how old they are.
CONTENT STANDARD		Domain IV: Cognition (16 to 36 months)
BENCHMARK		Cognition – Emergent Mathematical Thinking
GRADE LEVEL EXPECTATION	IT-C 9.	Child uses spatial awareness to understand objects and their movement in space. (0-36 months)
INDICATOR		<p>Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.2 Makes simple comparisons between two objects</p>
INDICATOR		Does puzzles with interlocking pieces, different colors, and shapes.
INDICATOR		Understands some effects of size or weight when picking up or moving objects.
CONTENT STANDARD		Domain IV: Cognition (16 to 36 months)
BENCHMARK		Cognition – Emergent Mathematical Thinking
GRADE LEVEL EXPECTATION	IT-C 10.	Child uses matching and sorting of objects or people to understand similar and different characteristics. (0-36 months)
INDICATOR		<p>Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
INDICATOR		Sorts toys or other objects by color, shape, or size.

INDICATOR	Orders some objects by size.
INDICATOR	Identifies characteristics of people, such as "Mom has black hair like me."

CONTENT STANDARD

Domain IV: Cognition (16 to 36 months)

BENCHMARK		Cognition – Imitation and Symbolic Representation and Play
GRADE LEVEL EXPECTATION	IT-C 11.	Child observes and imitates sounds, words, gestures, actions and behaviors. (0-36 months)
INDICATOR		<p>Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
INDICATOR		Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.

INDICATOR	Imitates someone else's conversation, such as in pretend play or on a toy phone.
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CONTENT STANDARD

Domain IV: Cognition (16 to 36 months)

BENCHMARK		Cognition – Imitation and Symbolic Representation and Play
GRADE LEVEL EXPECTATION	IT-C 12.	Child uses objects or symbols to represent something else. (0-36 months)
INDICATOR		<p>Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
INDICATOR		Uses familiar objects to represent something else.
INDICATOR		Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.
INDICATOR		Understand that some symbols have meaning, such as a sign or a drawing.

CONTENT STANDARD

Domain IV: Cognition (16 to 36 months)

BENCHMARK		Cognition – Imitation and Symbolic Representation and Play
GRADE LEVEL EXPECTATION	IT-C 13.	Child uses pretend play to increase understanding of culture, environment, and experiences. (0-36 months)



INDICATOR		Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.
		<u>Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
INDICATOR		Seeks to involve others in pretend or make-believe play.
INDICATOR		Looks for props to use when telling or making up a story.
INDICATOR		Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (16 to 36 months)

BENCHMARK		Perception
GRADE LEVEL EXPECTATION	IT-PMP 1.	Child uses perceptual information to understand objects, experiences, and interactions. (0-36 months)
INDICATOR		Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket. <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
INDICATOR		Combines information gained through the senses to understand objects, experiences, and interactions.
INDICATOR		Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.
INDICATOR		Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (16 to 36 months)

BENCHMARK		Perception
GRADE LEVEL EXPECTATION	IT-PMP 2.	Child uses perceptual information in directing own actions, experiences, and interactions. (0-36 months)
INDICATOR		Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.

		Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
INDICATOR		Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.
INDICATOR		Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (16 to 36 months)

BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	IT-PMP 3.	Child demonstrates effective and efficient use of large muscles for movement and position. (0-36 months)
INDICATOR		Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping. Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
INDICATOR		Coordinates movements and actions for a purpose.
INDICATOR		Walks and runs, adjusting speed or direction depending on the situation.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (16 to 36 months)

BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	IT-PMP 4.	Child demonstrates effective and efficient use of large muscles to explore the environment. (0-36 months)
INDICATOR		Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play. Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements

INDICATOR		Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.
INDICATOR		Experiments with different ways of moving the body, such as dancing around the room.
CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (16 to 36 months)
BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	IT-PMP 5.	Child uses sensory information and body awareness to understand how their body relates to the environment. (0-36 months)
INDICATOR		<p>Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.</p> <p>Objectives for Development and Learning • Objective 05 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing</p>
INDICATOR		Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book.
INDICATOR		Adjusts position of body to fit through or into small spaces.
CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (16 to 36 months)
BENCHMARK		Fine Motor
GRADE LEVEL EXPECTATION	IT-PMP 6.	Child coordinates hand and eye movements to perform actions. (0-36 months)
INDICATOR		<p>Uses hand-eye coordination when participating in routines, play, and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.</p> <p>Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
INDICATOR		Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.
INDICATOR		Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.
CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (16 to 36 months)
BENCHMARK		Fine Motor

GRADE LEVEL EXPECTATION	IT-PMP 7.	Child uses hands for exploration, play, and daily routines. (0-36 months)
INDICATOR		Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.
		<u>Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATOR		Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.
INDICATOR		Coordinates use of both hands to put things together, such as connecting blocks or linking toys.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (16 to 36 months)

BENCHMARK		Fine Motor
GRADE LEVEL EXPECTATION	IT-PMP 8.	Child adjusts reach and grasp to use tools. (0-36 months)
INDICATOR		Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.
		<u>Objectives for Development and Learning</u> • Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
INDICATOR		Adjusts grasp with ease to new tools and materials.
INDICATOR		Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads.
INDICATOR		Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (16 to 36 months)

BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	IT-PMP 9.	Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (0-36 months)
INDICATOR		Combines objects or materials in new and unexpected ways. Shows delight in creating something new. Participates in health care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.

Objectives for Development and Learning

- **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR

Shows increasing independence in self-care routines with guidance from adults.

INDICATOR

Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.

CONTENT STANDARD**Domain VII: Perceptual, Motor, and Physical Development (16 to 36 months)****BENCHMARK****Health, Safety, and Nutrition****GRADE LEVEL EXPECTATION**

IT-PMP 10.

Child uses safe behaviors with support from adults. (0-36 months)**INDICATOR**

Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.

Objectives for Development and Learning

- **Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.4 Accepts redirection from adults

INDICATOR

Cooperates with adults when in unsafe situations, such as taking an adult's hand to cross a street or being cautious around an unfamiliar dog.

INDICATOR

Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove.

CONTENT STANDARD**Domain VII: Perceptual, Motor, and Physical Development (16 to 36 months)****BENCHMARK****Health, Safety, and Nutrition****GRADE LEVEL EXPECTATION**

IT-PMP 11.

Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices. (0-36 months)**INDICATOR**

Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.

Objectives for Development and Learning

- **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR

Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.

INDICATOR

Sometimes makes nutritious choices with support from an adult.

INDICATOR

Communicates to adults when hungry, thirsty, or has had enough to eat.

Ages: 36-48 months

BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 1.	Child manages emotions with increasing independence. (36-60 months)
INDICATOR		<p>Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
INDICATOR		Expresses emotions in ways that are appropriate to the situation.
INDICATOR		Looks for adult assistance when emotions are most intense.
INDICATOR		Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (36 to 48 months)

BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 2.	Child follows classroom rules and routines with increasing independence. (36-60 months)
INDICATOR		<p>Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR		Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.
INDICATOR		Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.
INDICATOR		Responds to signals when transitioning from one activity to another.

CONTENT STANDARD**Domain I: Approaches to Play and Learning (36 to 48 months)**

BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 3.	Child appropriately handles and takes care of classroom materials. (36-60 months)
INDICATOR		Handles classroom materials, such as putting them where they belong, with adult support.
		Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR		Appropriately handles materials during activities.
INDICATOR		Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.

CONTENT STANDARD**Domain I: Approaches to Play and Learning (36 to 48 months)**

BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 4.	Child manages actions, words, and behavior with increasing independence. (36-60 months)
INDICATOR		Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.
		Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR		Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.
INDICATOR		Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.
INDICATOR		Waits for turn, such as waits in line to wash hands or waits for turn on swings.
INDICATOR		Refrains from aggressive behavior towards others.
INDICATOR		Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.

CONTENT STANDARD**Domain I: Approaches to Play and Learning (36 to 48 months)**

BENCHMARK		Cognitive Self-Regulation
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GRADE LEVEL EXPECTATION	P-APL 6.	Child maintains focus and sustains attention with minimal adult support. (36-60 months)
INDICATOR		<p>With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR		Maintains focus on activities for extended periods of time, such as 15 minutes or more.
INDICATOR		Engages in purposeful play for extended periods of time.
INDICATOR		Attends to adult during large and small group activities with minimal support.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (36 to 48 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 7.	Child persists in tasks. (36-60 months)
INDICATOR		<p>Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.4 Practices an activity many times until successful</p>
INDICATOR		Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.
INDICATOR		Returns with focus to an activity or project after having been away from it.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (36 to 48 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 5.	Child demonstrates an increasing ability to control impulses. (36-60 months)
INDICATOR		<p>Frequently engages in impulsive behaviors but inhibits them when directly supported by an adult.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
INDICATOR		Tries different strategies to complete work or solve problems, including with other children.

INDICATOR	Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.
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INDICATOR	Transitions between activities without getting upset.
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CONTENT STANDARD

Domain I: Approaches to Play and Learning (36 to 48 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 8.	Child holds information in mind and manipulates it to perform tasks. (36-60 months)
INDICATOR		<p>Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</p>

INDICATOR	Accurately recounts recent experiences in the correct order and includes relevant details.
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INDICATOR	Successfully follows detailed, multi-step directions, sometimes with reminders.
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INDICATOR	Remembers actions to go with stories or songs shortly after being taught.
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CONTENT STANDARD

Domain I: Approaches to Play and Learning (36 to 48 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 9.	Child demonstrates flexibility in thinking and behavior. (36-60 months)
INDICATOR		<p>Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>

INDICATOR	Tries different strategies to complete work or solve problems, including with other children.
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INDICATOR	Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.
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INDICATOR	Transitions between activities without getting upset.
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CONTENT STANDARD

Domain I: Approaches to Play and Learning (36 to 48 months)

BENCHMARK		Initiative and Curiosity
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GRADE LEVEL EXPECTATION	P-APL 10.	Child demonstrates initiative and independence. (36-60 months)
INDICATOR		Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.
		<u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR		Engages in independent activities.
INDICATOR		Makes choices and communicates these to adults and other children.
INDICATOR		Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.
INDICATOR		Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (36 to 48 months)

BENCHMARK		Initiative and Curiosity
GRADE LEVEL EXPECTATION	P-APL 11.	Child shows interest in and curiosity about the world around them. (36-60 months)
INDICATOR		Seeks out new information and explores new play and tasks with adult support.
		<u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR		Asks questions and seeks new information.
INDICATOR		Is willing to participate in new activities or experiences even if they are perceived as challenging.
INDICATOR		Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (36 to 48 months)

BENCHMARK		Creativity
GRADE LEVEL EXPECTATION	P-APL 12.	Child expresses creativity in thinking and communication. (36-60 months)
INDICATOR		Responds to adults' prompts to express creative ideas in words and/or actions.
		<u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking



	Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.
INDICATOR	Approaches tasks, activities, and play in ways that show creative problem solving.
INDICATOR	Uses multiple means of communication (verbal and non-verbal) to creatively express thoughts, feelings, or ideas.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (36 to 48 months)

BENCHMARK		Creativity
GRADE LEVEL EXPECTATION	P-APL 13.	Child uses imagination in play and interactions with others. (36-60 months)
INDICATOR		Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.
		<u>Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
INDICATOR		Engages in social and pretend play.
INDICATOR		Uses imagination with materials to create stories or works of art.
INDICATOR		Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.

CONTENT STANDARD

Domain II: Social and Emotional Development (36 to 48 months)

BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	P-SE 1.	Child engages in and maintains positive relationships and interactions with adults. (36-60 months)
INDICATOR		Engages in positive interactions with adults, by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.
		<u>Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
INDICATOR		Interacts readily with trusted adults.
INDICATOR		Engages in some positive interactions with less familiar adults, such as parent volunteers.
INDICATOR		Shows affection and preference for adults who interact with them on a regular basis.



INDICATOR		Seeks help from adults when needed.
CONTENT STANDARD		Domain II: Social and Emotional Development (36 to 48 months)
BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	P-SE 2.	Child engages in prosocial and cooperative behavior with adults. (36-60 months)
INDICATOR		<p>Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
INDICATOR		Engages in prosocial behaviors with adults, such as using respectful language or greetings.
INDICATOR		Attends to an adult when asked.
INDICATOR		Follows adult guidelines and expectations for appropriate behavior.
INDICATOR		Asks or waits for adult permission before doing something when they are unsure.
CONTENT STANDARD		Domain II: Social and Emotional Development (36 to 48 months)
BENCHMARK		Relationships with Other Children
GRADE LEVEL EXPECTATION	P-SE 3.	Child engages in and maintains positive interactions and relationships with other children. (36-60 months)
INDICATOR		<p>Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p>
INDICATOR		Engages in and maintains positive interactions with other children.
INDICATOR		Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.
INDICATOR		Takes turns in conversations and interactions with other children.

INDICATOR		Develops friendships with one or two preferred other children.
CONTENT STANDARD		Domain II: Social and Emotional Development (36 to 48 months)
BENCHMARK		Relationships with Other Children
GRADE LEVEL EXPECTATION	P-SE 4.	Child engages in cooperative play with other children. (36-60 months)
INDICATOR		<p>Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.4 Takes turns</p>
INDICATOR		Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.
INDICATOR		Demonstrates willingness to include others' ideas during interactions and play.
INDICATOR		Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.
INDICATOR		Engages in reflection and conversation about past play experiences.
CONTENT STANDARD		Domain II: Social and Emotional Development (36 to 48 months)
BENCHMARK		Relationships with Other Children
GRADE LEVEL EXPECTATION	P-SE 5.	Child uses basic problem-solving skills to resolve conflicts with other children. (36-60 months)
INDICATOR		<p>Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.6 Suggest solutions to social problems</p>
INDICATOR		Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"
INDICATOR		Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.
INDICATOR		Expresses feelings, needs, and opinions in conflict situations.
INDICATOR		Seeks adult help when needed to resolve conflicts.

CONTENT STANDARD**Domain II: Social and Emotional Development (36 to 48 months)**

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	P-SE 6.	Child expresses a broad range of emotions and recognizes these emotions in self and others. (36-60 months)
INDICATOR		Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad. Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR		Recognizes and labels basic emotions in books or photographs.
INDICATOR		Uses words to describe own feelings.
INDICATOR		Uses words to describe the feelings of adults or other children.

CONTENT STANDARD**Domain II: Social and Emotional Development (36 to 48 months)**

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	P-SE 7.	Child expresses care and concern toward others. (36-60 months)
INDICATOR		Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed. Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR		Makes empathetic statements to adults or other children.
INDICATOR		Offers support to adults or other children who are distressed.

CONTENT STANDARD**Domain II: Social and Emotional Development (36 to 48 months)**

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	P-SE 8.	Child manages emotions with increasing independence. (36-60 months)
INDICATOR		Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.

Objectives for Development and Learning**• Objective 1 Regulates own emotions and behaviors a. Manages feelings**

Objective 1a.6 Is able to look at a situation differently or delay gratification

INDICATOR

Expresses feelings in ways that are appropriate to the situation.

INDICATOR

Looks for adult assistance when feelings are most intense.

INDICATOR

Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.

CONTENT STANDARD**Domain II: Social and Emotional Development (36 to 48 months)****BENCHMARK****Sense of Identity and Belonging****GRADE LEVEL EXPECTATION****P-SE 9.****Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (36-60 months)****INDICATOR****Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.****Objectives for Development and Learning****• Objective 29 Demonstrates knowledge about self**

INDICATOR

Describes self by using several different characteristics.

INDICATOR

Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.

CONTENT STANDARD**Domain II: Social and Emotional Development (36 to 48 months)****BENCHMARK****Sense of Identity and Belonging****GRADE LEVEL EXPECTATION****P-SE 10.****Child expresses confidence in own skills and positive feelings about self. (36-60 months)****INDICATOR****Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.****Objectives for Development and Learning****• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR

Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.

INDICATOR

Expresses own ideas or beliefs in group contexts or in interactions with others.

INDICATOR

Uses positive words to describe self, such as kind or hard-worker.

CONTENT STANDARD**Domain II: Social and Emotional Development (36 to 48 months)**

BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	P-SE 11.	Child has sense of belonging to family, community, and other groups. (36-60 months)
INDICATOR		<p>Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.</p> <p>Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self</p>
INDICATOR		Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.
INDICATOR		Relates personal stories about being a part of different groups.
INDICATOR		Identifies similarities and differences about self across familiar environments and settings.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (36 to 48 months)

BENCHMARK		Language – Attending and Understanding
GRADE LEVEL EXPECTATION	P-LC 1.	Child attends to communication and language from others. (36-60 months)
INDICATOR		<p>Shows acknowledgement of comments or questions and is able to attend to conversations, either spoken or signed.</p> <p>Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR		Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.
INDICATOR		Shows ongoing connection to a conversation, group discussion, or presentation.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (36 to 48 months)

BENCHMARK		Language – Attending and Understanding
GRADE LEVEL EXPECTATION	P-LC 2.	Child understands and responds to increasingly complex communication and language from others. (36-60 months)
INDICATOR		<p>Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.</p> <p>Objectives for Development and Learning • Objective 08 Listens to and understands increasingly complex language b. Follows</p>

	directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
INDICATOR	Shows an ability to recall (in order) multiple step directions.
INDICATOR	Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/ Why?"
INDICATOR	Shows an understanding of talk related to the past or future.
INDICATOR	Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic.
INDICATOR	Children who are DLLs may demonstrate more complex communication and language in their home language than in English.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (36 to 48 months)

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	P-LC 3.	Child varies the amount of information provided to meet the demands of the situation. (36-60 months)
INDICATOR		<p>Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
INDICATOR		Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.
INDICATOR		Uses language, spoken or sign, to clarify a word or statement when misunderstood.
INDICATOR		Children who are DLLs may switch between their languages.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (36 to 48 months)

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	P-LC 4.	Child understands, follows, and uses appropriate social and conversational rules. (36-60 months)
INDICATOR		Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.



Objectives for Development and Learning

- **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations**

Objective 10a.5 Emerging to 10a.6 Engages in conversations of at least three exchanges

INDICATOR

Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.

INDICATOR

With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (36 to 48 months)****BENCHMARK****Language – Communicating and Speaking****GRADE LEVEL EXPECTATION**

P-LC 5.

Child expresses self in increasingly long, detailed, and sophisticated ways. (36-60 months)

INDICATOR

Communicates clearly enough to be understood by familiar adults but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.

Objectives for Development and Learning

- **Objective 09 Uses language to express thoughts and needs b. Speaks clearly**

Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words

- **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**

Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

INDICATOR

Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.

INDICATOR

Typically, uses complete sentences of more than five words with complex structures, such as sentences involving sequence and causal relations.

INDICATOR

Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (36 to 48 months)****BENCHMARK****Language – Vocabulary**

GRADE LEVEL EXPECTATION	P-LC 6.	Child understands and uses a wide variety of words for a variety of purposes. (36-60 months)
INDICATOR		Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults. Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
INDICATOR		Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.
INDICATOR		Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.
INDICATOR		With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes.
INDICATOR		With support, forms guesses about the meaning of new words from context clues.
CONTENT STANDARD		Domain III: Language, Communication, and Literacy (36 to 48 months)
BENCHMARK		Language – Vocabulary
GRADE LEVEL EXPECTATION	P-LC 7.	Child shows understanding of word categories and relationships among words. (36-60 months)
INDICATOR		Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color. Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
INDICATOR		Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.
INDICATOR		Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.

INDICATOR	With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes.
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INDICATOR	With support, forms guesses about the meaning of new words from context clues.
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CONTENT STANDARD

Domain III: Language, Communication, and Literacy (36 to 48 months)

BENCHMARK		Literacy – Phonological Awareness
GRADE LEVEL EXPECTATION	P-LIT 1.	Child demonstrates awareness that spoken language is composed of smaller segments of sound. (36-60 months)
INDICATOR		<p>Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.5 Emerging to 15a.6 Decides whether two words rhyme • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.3 Emerging to 15b.4 Shows awareness that some words begin the same way
INDICATOR		Provides one or more words that rhyme with a single given target, such as "What rhymes with log?"
INDICATOR		Produces the beginning sound in a spoken word, such as "Dog begins with /d/."
INDICATOR		Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?" Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (36 to 48 months)

BENCHMARK		Literacy – Print and Alphabet Knowledge
GRADE LEVEL EXPECTATION	P-LIT 2.	Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (36-60 months)
INDICATOR		<p>Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read

INDICATOR	Understands that print is organized differently for different purposes, such as a note, list, or storybook.
INDICATOR	Understands that written words are made up of a group of individual letters.
INDICATOR	Begins to point to single-syllable words while reading simple, memorized texts.
INDICATOR	Identifies book parts and features, such as the front, back, title, and author.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (36 to 48 months)

BENCHMARK		Literacy – Print and Alphabet Knowledge
GRADE LEVEL EXPECTATION	P-LIT 3.	Child identifies letters of the alphabet and produces correct sounds associated with letters. (36-60 months)
INDICATOR		Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often. Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
INDICATOR		Names most upper and lower-case letters.
INDICATOR		Knows the sounds associated with several letters.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (36 to 48 months)

BENCHMARK		Literacy – Comprehension and Text Structure
GRADE LEVEL EXPECTATION	P-LIT 4.	Child demonstrates an understanding of narrative structure through storytelling/re-telling. (36-60 months)
INDICATOR		With support, may be able to tell one or two key events from a story or may act out a story with pictures or props. Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
INDICATOR		Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.
INDICATOR		Tells fictional or personal stories using a sequence of at least two or three connected events.
INDICATOR		Identifies characters and main events in books and stories.



CONTENT STANDARD**Domain III: Language, Communication, and Literacy (36 to 48 months)**

BENCHMARK		Literacy – Comprehension and Text Structure
GRADE LEVEL EXPECTATION	P-LIT 5.	Child asks and answers questions about a book that was read aloud. (36-60 months)
INDICATOR		<p>Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.</p> <p>Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR		Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."
INDICATOR		Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.
INDICATOR		Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (36 to 48 months)**

BENCHMARK		Literacy – Writing
GRADE LEVEL EXPECTATION	P-LIT 6.	Child writes for a variety of purposes using increasingly sophisticated marks. (36-60 months)
INDICATOR		<p>Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.</p> <p>Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
INDICATOR		Creates a variety of written products that may or may not phonetically relate to intended messages.
INDICATOR		Shows an interest in copying simple words posted in the classroom.
INDICATOR		Attempts to independently write some words using invented spelling, such as K for kite.
INDICATOR		Writes first name correctly or close to correctly.



INDICATOR		Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.
CONTENT STANDARD		Domain IV: Cognition (36 to 48 months)
BENCHMARK		Mathematics Development – Counting and Cardinality
GRADE LEVEL EXPECTATION	P-MATH 1.	Child knows number names and the count sequence. (36-60 months)
INDICATOR		<p><u>Objectives for Development and Learning</u></p> <p>• Objective 20 Uses number concepts and operations a. Counts</p> <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
INDICATOR		Counts verbally or signs to at least 20 by ones.
CONTENT STANDARD		Domain IV: Cognition (36 to 48 months)
BENCHMARK		Mathematics Development – Counting and Cardinality
GRADE LEVEL EXPECTATION	P-MATH 2.	Child recognizes the number of objects in a small set. (36-60 months)
INDICATOR		<p>Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing").</p> <p><u>Objectives for Development and Learning</u></p> <p>• Objective 20 Uses number concepts and operations b. Quantifies</p> <p>Objective 20b.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>
INDICATOR		Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.
CONTENT STANDARD		Domain IV: Cognition (36 to 48 months)
BENCHMARK		Mathematics Development – Counting and Cardinality
GRADE LEVEL EXPECTATION	P-MATH 3.	Child understands the relationship between numbers and quantities. (36-60 months)
INDICATOR		<p>Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").</p> <p><u>Objectives for Development and Learning</u></p> <p>• Objective 20 Uses number concepts and operations a. Counts</p>

	Objective 20a.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
INDICATOR	When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.
INDICATOR	Counts and answers "How many?" questions for approximately 10 objects.
INDICATOR	Accurately counts as many as five objects in a scattered configuration.
INDICATOR	Understands that each successive number name refers to a quantity that is one larger.
INDICATOR	Understands that the last number said represents the number of objects in a set.

CONTENT STANDARD

Domain IV: Cognition (36 to 48 months)

BENCHMARK		Mathematics Development – Counting and Cardinality
GRADE LEVEL EXPECTATION	P-MATH 4.	Child compares numbers. (36-60 months)
INDICATOR		<p>Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of two blocks and a pile of four and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.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>
INDICATOR		Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.
INDICATOR		Identifies and uses numbers related to order or position from first to tenth.

CONTENT STANDARD

Domain IV: Cognition (36 to 48 months)

BENCHMARK		Mathematics Development – Counting and Cardinality
GRADE LEVEL EXPECTATION	P-MATH 5.	Child associates a quantity with written numerals up to 5 and begins to write numbers. (36-60 months)
INDICATOR		<p>Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>
INDICATOR		Associates a number of objects with a written numeral 0–5.



INDICATOR		Recognizes and, with support, writes some numerals up to 10.
CONTENT STANDARD		Domain IV: Cognition (36 to 48 months)
BENCHMARK		Mathematics Development – Operations and Algebraic Thinking
GRADE LEVEL EXPECTATION	P-MATH 6.	Child understands addition as adding to and understands subtraction as taking away from. (36-60 months)
INDICATOR		<p>Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"</p> <p><u>Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.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>
INDICATOR		Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.
INDICATOR		Solves addition and subtraction word problems. Adds and subtracts up to five to or from a given number.
INDICATOR		With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers).
INDICATOR		When counting back for subtraction such as taking away three from five, counts, "Five, four, three...two!" (keeping track with fingers).
CONTENT STANDARD		Domain IV: Cognition (36 to 48 months)
BENCHMARK		Mathematics Development – Operations and Algebraic Thinking
GRADE LEVEL EXPECTATION	P-MATH 7.	Child understands simple patterns. (36-60 months)
INDICATOR		<p>Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.</p> <p><u>Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns</p>
INDICATOR		Fills in missing elements of simple patterns.

INDICATOR	Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.
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INDICATOR	Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.
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CONTENT STANDARD

Domain IV: Cognition (36 to 48 months)

BENCHMARK		Mathematics Development – Measurement
GRADE LEVEL EXPECTATION	P-MATH 8.	Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (36-60 months)
INDICATOR		<p>With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
INDICATOR		Measures using the same unit, such as putting together snap cubes to see how tall a book is.
INDICATOR		Compares or orders up to five objects based on their measurable attributes, such as height or weight.
INDICATOR		Uses comparative language, such as shortest, heavier, or biggest.

CONTENT STANDARD

Domain IV: Cognition (36 to 48 months)

BENCHMARK		Mathematics Development – Geometry and Spatial Sense
GRADE LEVEL EXPECTATION	P-MATH 9.	Child identifies, describes, compares, and composes shapes. (36-60 months)
INDICATOR		<p>Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
INDICATOR		Names and describes shapes in terms of length of sides, number of sides, and number of angles.
INDICATOR		Correctly names basic shapes regardless of size and orientation.

INDICATOR		Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.
INDICATOR		Creates and builds shapes from components.
CONTENT STANDARD		Domain IV: Cognition (36 to 48 months)
BENCHMARK		Mathematics Development – Geometry and Spatial Sense
GRADE LEVEL EXPECTATION	P-MATH 10.	Child explores the positions of objects in space. (36-60 months)
INDICATOR		<p>Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>
INDICATOR		Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.
INDICATOR		Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."
CONTENT STANDARD		Domain IV: Cognition (36 to 48 months)
BENCHMARK		Scientific Reasoning – Scientific Inquiry
GRADE LEVEL EXPECTATION	P-SCI 1.	Child observes and describes observable phenomena (objects, materials, organisms, and events). (36-60 months)
INDICATOR		<p>Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 24 Uses scientific inquiry skills
INDICATOR		Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.
INDICATOR		Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.
INDICATOR		Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.
INDICATOR		Represents observable phenomena with pictures, diagrams, and 3-D models.

CONTENT STANDARD**Domain IV: Cognition (36 to 48 months)**

BENCHMARK		Scientific Reasoning – Scientific Inquiry
GRADE LEVEL EXPECTATION	P-SCI 2.	Child engages in scientific talk. (36-60 months)
INDICATOR		<p>Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.</p> <p>Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills</p>
INDICATOR		Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.
INDICATOR		Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.

CONTENT STANDARD**Domain IV: Cognition (36 to 48 months)**

BENCHMARK		Scientific Reasoning – Scientific Inquiry
GRADE LEVEL EXPECTATION	P-SCI 3.	Child compares and categorizes observable phenomena. (36-60 months)
INDICATOR		<p>Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.</p> <p>Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>
INDICATOR		Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.
INDICATOR		Uses measurement tools, such as a ruler, balance scale, eyedropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.

CONTENT STANDARD**Domain IV: Cognition (36 to 48 months)**

BENCHMARK		Scientific Reasoning – Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	P-SCI 4.	Child asks a question, gathers information, and makes predictions. (36-60 months)
INDICATOR		Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."



Objectives for Development and Learning**• Objective 24 Uses scientific inquiry skills**

INDICATOR

Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?"

INDICATOR

Gathers information about a question by looking at books or discussing prior knowledge and observations.

INDICATOR

Makes predictions and brainstorms solutions based on background knowledge and experiences, such as "I think that plants need water to grow," or "I think adding yellow paint to purple will make brown."

CONTENT STANDARD**Domain IV: Cognition (36 to 48 months)****BENCHMARK****Scientific Reasoning – Reasoning and Problem Solving****GRADE LEVEL EXPECTATION****P-SCI 5.****Child plans and conducts investigations and experiments. (36-60 months)**

INDICATOR

With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.

Objectives for Development and Learning**• Objective 24 Uses scientific inquiry skills**

INDICATOR

Articulates steps to be taken and lists materials needed for an investigation or experiment.

INDICATOR

Implements steps and uses materials to explore testable questions, such as "Do plants need water to grow?" by planting seeds and giving water to some but not to others.

INDICATOR

Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.

CONTENT STANDARD**Domain IV: Cognition (36 to 48 months)****BENCHMARK****Scientific Reasoning – Reasoning and Problem Solving****GRADE LEVEL EXPECTATION****P-SCI 6.****Child analyzes results, draws conclusions, and communicates results. (36-60 months)**

INDICATOR

With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"

Objectives for Development and Learning**• Objective 24 Uses scientific inquiry skills**

INDICATOR	Analyzes and interprets data and summarizes results of investigation.
INDICATOR	Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.
INDICATOR	With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.
INDICATOR	Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.

CONTENT STANDARD

Domain V: Social Studies (36 to 48 months)

BENCHMARK		Concepts of Time
GRADE LEVEL EXPECTATION	P-SS 1.	Child demonstrates a basic understanding of past, present, and future and how things, people, and places change over time. (36-60 months)
INDICATOR		<p>Children may describe how they have grown over time. Demonstrate a simple sequence in time.</p> <p>Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places</p>
INDICATOR		Uses "ed" on verbs to include past tense (e.g., walked, cooked).
INDICATOR		Responds appropriately to terms related to time (e.g. before, after, now, soon, later, first/last, yesterday/today/tomorrow, morning/night, in a few minutes).
INDICATOR		Anticipates recurring activities.

CONTENT STANDARD

Domain V: Social Studies (36 to 48 months)

BENCHMARK		Citizenship
GRADE LEVEL EXPECTATION	P-SS 4.	Child demonstrates and exhibits an awareness of rules and routines in the classroom, community, and family life. (36-60 months)
INDICATOR		<p>Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.</p> <p>Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live</p>
INDICATOR		Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.
INDICATOR		Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.
INDICATOR		Responds to signals when transitioning from one activity to another.



CONTENT STANDARD**Domain V: Social Studies (36 to 48 months)**

BENCHMARK		Citizenship
GRADE LEVEL EXPECTATION	P-SS 3.	Child shares responsibility for caring for their environment. (36-60 months)
INDICATOR		<p>Handles classroom materials, such as putting them where they belong, with adult support.</p> <p>Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
INDICATOR		Appropriately handles materials during activities.
INDICATOR		Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.

CONTENT STANDARD**Domain V: Social Studies (36 to 48 months)**

BENCHMARK		Citizenship
GRADE LEVEL EXPECTATION	P-SS 5.	Child begins to understand various group decision-making processes. (36-60 months)
INDICATOR		<p>Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.</p> <p>Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns</p>
INDICATOR		Engages in and maintains positive interactions with other children.
INDICATOR		Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.
INDICATOR		Takes turns in conversations and interactions with other children.
INDICATOR		Develops friendships with one or two preferred other children.

CONTENT STANDARD**Domain V: Social Studies (36 to 48 months)**

BENCHMARK		Identity and Culture
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GRADE LEVEL EXPECTATION	P-SS 6.	Child understands relationships and roles within families, homes, and classroom, and demonstrate awareness of differences among families. (36-60 months)
INDICATOR		<p>Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.</p> <p>Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self</p>
INDICATOR		Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.
INDICATOR		Relates personal stories about being a part of different groups.
INDICATOR		Identifies similarities and differences about self across familiar environments and settings.
CONTENT STANDARD		Domain V: Social Studies (36 to 48 months)
BENCHMARK		Identity and Culture
GRADE LEVEL EXPECTATION	P-SS 7.	Demonstrate awareness of differences among families and communities to which they belong. (36-60 months)
INDICATOR		<p>Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.</p> <p>Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self</p>
INDICATOR		Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.
INDICATOR		Relates personal stories about being a part of different groups.
INDICATOR		Identifies similarities and differences about self across familiar environments and settings.
CONTENT STANDARD		Domain VI: Creative Arts (36 to 48 months)
BENCHMARK		Music
GRADE LEVEL EXPECTATION	P-CA 1.	Child sings and plays simple musical instruments. (36-60 months)
INDICATOR		<p>Repeats sound and rhythm patterns. Sings simple songs.</p> <p>Objectives for Development and Learning • Objective 34 Explores musical concepts and expression</p>

INDICATOR	Experiments with musical instruments.
INDICATOR	Responds to rhythmic patterns and elements of music using expressive movement.
INDICATOR	Improvises movement and sound responses to music.
INDICATOR	Explores using a singing voice.
INDICATOR	Demonstrates beat awareness.

CONTENT STANDARD

Domain VI: Creative Arts (36 to 48 months)

BENCHMARK		Music
GRADE LEVEL EXPECTATION	P-CA 2.	Child listens to music with attention. (36-60 months)
INDICATOR		<p>Repeats song patterns and rhythmic movements to music.</p> <p>Objectives for Development and Learning • Objective 34 Explores musical concepts and expression</p>
INDICATOR		Participates in music activities, such as listening, singing, or performing.
INDICATOR		Describes and responds to musical elements.
INDICATOR		Recognizes a wide variety of sounds and sound sources.
INDICATOR		Expresses feeling responses to music.
INDICATOR		Recognizes music in daily life.
INDICATOR		Explores musical opposites (long/slow, fast/slow, loud/soft).

CONTENT STANDARD

Domain VI: Creative Arts (36 to 48 months)

BENCHMARK		Dance and Movement
GRADE LEVEL EXPECTATION	P-CA 3.	Child coordinates movements in response to beat or rhythm. (36-60 months)
INDICATOR		<p>Moves one body part in response to a simple rhythm pattern. Demonstrates the difference between still and moving. Moves over, under and around objects. Follows and tracks various types of music through movement, facial expressions, and voice. Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).</p> <p>Objectives for Development and Learning • Objective 35 Explores dance and movement concepts</p>
INDICATOR		Expresses what is felt and heard in various musical tempos and styles.
INDICATOR		Moves to different patterns of beat and rhythm in music.
INDICATOR		Uses creative movement to express concepts, ideas, or feelings.
INDICATOR		Demonstrates simple phrases of movement in time and space.

INDICATOR	Attentively observes a dance performance.
INDICATOR	Recognizes dances from around the world.

CONTENT STANDARD

Domain VI: Creative Arts (36 to 48 months)

BENCHMARK		Visual Arts
GRADE LEVEL EXPECTATION	P-CA 4.	Child creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes and share about them (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition). (36-60 months)
INDICATOR		Mixes two basic shapes – abstract rather than representational. Uses beginning process in their art creations. Distinguish between pictures and real objects. <u>Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR		Uses different materials and techniques to make art creations.
INDICATOR		Discusses one's own artistic creations and those of others.
INDICATOR		Knows that works of art can represent people, places, and things.
INDICATOR		Identifies art in daily life.
INDICATOR		Understands that artists have an important role in communities.

CONTENT STANDARD

Domain VI: Creative Arts (36 to 48 months)

BENCHMARK		Dramatic Play
GRADE LEVEL EXPECTATION	P-CA 5.	Child incorporates a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, and make-up) into dramatic play while using a collection of processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize). (36-60 months)
INDICATOR		Follows simple instructions to recreate story and dramatic movement. Uses costumes to disguise self and become a character in everyday environment. <u>Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR		Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.
INDICATOR		Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.



INDICATOR	Responds to stories and plays.
INDICATOR	Identifies/describes characters.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (36 to 48 months)

BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	P-PMP 1.	Child demonstrates control, strength, and coordination of large muscles. (36-60 months)
INDICATOR		<p>Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.</p> <p>Objectives for Development and Learning • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control</p>
INDICATOR		Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.
INDICATOR		Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.
INDICATOR		Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (36 to 48 months)

BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	P-PMP 2.	Child uses perceptual information to guide motions and interactions with objects and other people. (36-60 months)
INDICATOR		<p>Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.</p> <p>Objectives for Development and Learning • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control</p>
INDICATOR		Demonstrates awareness of own body and other people's space during interactions.
INDICATOR		Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.
INDICATOR		When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.

INDICATOR		Changes directions when moving with little difficulty.
CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (36 to 48 months)
BENCHMARK		Fine Motor
GRADE LEVEL EXPECTATION	P-PMP 3.	Child demonstrates increasing control, strength, and coordination of small muscles. (36-60 months)
INDICATOR		<p>Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
INDICATOR		Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.
INDICATOR		Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.
INDICATOR		Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.
CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (36 to 48 months)
BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	P-PMP 4.	Child demonstrates personal hygiene and self-care skills. (36-60 months)
INDICATOR		<p>Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR		Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.
INDICATOR		Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.
CONTENT STANDARD		Domain VII: Perceptual, Motor, and Physical Development (36 to 48 months)

BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	P-PMP 6.	Child demonstrates knowledge of personal safety practices and routines. (36-60 months)
INDICATOR		Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR		Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.
INDICATOR		Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (36 to 48 months)

BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	P-PMP 5.	Child develops knowledge and skills that help promote nutritious food choices and eating habits. (36-60 months)
INDICATOR		Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR		Identifies a variety of healthy and unhealthy foods.
INDICATOR		Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.
INDICATOR		Moderates food consumption based on awareness of own hunger and fullness.

Ages: 36-48 months

CONTENT STANDARD**Domain I: Approaches to Play and Learning (48 to 60 months)****BENCHMARK****Emotional and Behavioral Self-Regulation****GRADE LEVEL EXPECTATION****P-APL 1.****Child manages emotions with increasing independence. (36-60 months)****INDICATOR**

Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions but shows increasing skill in successfully using strategies suggested by adults.

Objectives for Development and Learning**• Objective 1 Regulates own emotions and behaviors a. Manages feelings**

Objective 1a.6 Is able to look at a situation differently or delay gratification

INDICATOR

Expresses emotions in ways that are appropriate to the situation.

INDICATOR

Looks for adult assistance when emotions are most intense.

INDICATOR

Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.

CONTENT STANDARD**Domain I: Approaches to Play and Learning (48 to 60 months)****BENCHMARK****Emotional and Behavioral Self-Regulation****GRADE LEVEL EXPECTATION****P-APL 2.****Child follows classroom rules and routines with increasing independence. (36-60 months)****INDICATOR**

Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.

Objectives for Development and Learning**• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

INDICATOR

Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.

INDICATOR

Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.

INDICATOR

Responds to signals when transitioning from one activity to another.



CONTENT STANDARD**Domain I: Approaches to Play and Learning (48 to 60 months)**

BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 3.	Child appropriately handles and takes care of classroom materials. (36-60 months)
INDICATOR		Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR		Appropriately handles materials during activities.
INDICATOR		Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.

CONTENT STANDARD**Domain I: Approaches to Play and Learning (48 to 60 months)**

BENCHMARK		Emotional and Behavioral Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 4.	Child manages actions, words, and behavior with increasing independence. (36-60 months)
INDICATOR		Manages own actions, words, and behavior with occasional support from adults. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR		Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.
INDICATOR		Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.
INDICATOR		Waits for turn, such as waits in line to wash hands or waits for turn on swings.
INDICATOR		Refrains from aggressive behavior towards others.
INDICATOR		Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.

CONTENT STANDARD**Domain I: Approaches to Play and Learning (48 to 60 months)**

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 6.	Child maintains focus and sustains attention with minimal adult support. (36-60 months)



INDICATOR		<p>With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
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INDICATOR	Maintains focus on activities for extended periods of time, such as 15 minutes or more.
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INDICATOR	Engages in purposeful play for extended periods of time.
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INDICATOR	Attends to adult during large and small group activities with minimal support.
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CONTENT STANDARD

Domain I: Approaches to Play and Learning (48 to 60 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 7.	Child persists in tasks. (36-60 months)
INDICATOR		<p>Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>

INDICATOR	Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.
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INDICATOR	Returns with focus to an activity or project after having been away from it.
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CONTENT STANDARD

Domain I: Approaches to Play and Learning (48 to 60 months)

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 5.	Child demonstrates an increasing ability to control impulses. (36-60 months)
INDICATOR		<p>Sometimes controls impulses independently, while at other times needs support from an adult.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>

INDICATOR	Tries different strategies to complete work or solve problems, including with other children.
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INDICATOR	Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.
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INDICATOR	Transitions between activities without getting upset.
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CONTENT STANDARD**Domain I: Approaches to Play and Learning (48 to 60 months)**

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 8.	Child holds information in mind and manipulates it to perform tasks. (36-60 months)
INDICATOR		<p>Holds an increasing amount of information in mind in order to successfully complete tasks.</p> <p>Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
INDICATOR		Accurately recounts recent experiences in the correct order and includes relevant details.
INDICATOR		Successfully follows detailed, multi-step directions, sometimes with reminders.
INDICATOR		Remembers actions to go with stories or songs shortly after being taught.

CONTENT STANDARD**Domain I: Approaches to Play and Learning (48 to 60 months)**

BENCHMARK		Cognitive Self-Regulation
GRADE LEVEL EXPECTATION	P-APL 9.	Child demonstrates flexibility in thinking and behavior. (36-60 months)
INDICATOR		<p>Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.</p> <p>Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
INDICATOR		Tries different strategies to complete work or solve problems, including with other children.
INDICATOR		Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.
INDICATOR		Transitions between activities without getting upset.

CONTENT STANDARD**Domain I: Approaches to Play and Learning (48 to 60 months)**

BENCHMARK		Initiative and Curiosity
GRADE LEVEL EXPECTATION	P-APL 10.	Child demonstrates initiative and independence. (36-60 months)

INDICATOR	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.
INDICATOR	Engages in independent activities.
INDICATOR	Makes choices and communicates these to adults and other children.
INDICATOR	Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.
INDICATOR	Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (48 to 60 months)

BENCHMARK		Initiative and Curiosity
GRADE LEVEL EXPECTATION	P-APL 11.	Child shows interest in and curiosity about the world around them. (36-60 months)
INDICATOR		<p>Seeks out new information and explores new play and tasks both independently and with adult support.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR		Asks questions and seeks new information.
INDICATOR		Is willing to participate in new activities or experiences even if they are perceived as challenging.
INDICATOR		Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

CONTENT STANDARD

Domain I: Approaches to Play and Learning (48 to 60 months)

BENCHMARK		Creativity
GRADE LEVEL EXPECTATION	P-APL 12.	Child expresses creativity in thinking and communication. (36-60 months)
INDICATOR		<p>Communicates creative ideas and actions both with and without prompting from adults.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
INDICATOR		Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.
INDICATOR		Approaches tasks, activities, and play in ways that show creative problem solving.



INDICATOR	Uses multiple means of communication (verbal and non-verbal) to creatively express thoughts, feelings, or ideas.
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CONTENT STANDARD

Domain I: Approaches to Play and Learning (48 to 60 months)

BENCHMARK		Creativity
GRADE LEVEL EXPECTATION	P-APL 13.	Child uses imagination in play and interactions with others. (36-60 months)
INDICATOR		<p>Develops more elaborate imaginary play, stories, and other creative works with children and adults.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.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>
INDICATOR		Engages in social and pretend play.
INDICATOR		Uses imagination with materials to create stories or works of art.
INDICATOR		Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.

CONTENT STANDARD

Domain II: Social and Emotional Development (48 to 60 months)

BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	P-SE 1.	Child engages in and maintains positive relationships and interactions with adults. (36-60 months)
INDICATOR		<p>Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
INDICATOR		Interacts readily with trusted adults.
INDICATOR		Engages in some positive interactions with less familiar adults, such as parent volunteers.
INDICATOR		Shows affection and preference for adults who interact with them on a regular basis.
INDICATOR		Seeks help from adults when needed.

CONTENT STANDARD**Domain II: Social and Emotional Development (48 to 60 months)**

BENCHMARK		Relationships with Adults
GRADE LEVEL EXPECTATION	P-SE 2.	Child engages in prosocial and cooperative behavior with adults. (36-60 months)
INDICATOR		<p>Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.</p> <p>Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
INDICATOR		Engages in prosocial behaviors with adults, such as using respectful language or greetings.
INDICATOR		Attends to an adult when asked.
INDICATOR		Follows adult guidelines and expectations for appropriate behavior.
INDICATOR		Asks or waits for adult permission before doing something when they are unsure.

CONTENT STANDARD**Domain II: Social and Emotional Development (48 to 60 months)**

BENCHMARK		Relationships with Other Children
GRADE LEVEL EXPECTATION	P-SE 3.	Child engages in and maintains positive interactions and relationships with other children. (36-60 months)
INDICATOR		<p>Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.</p> <p>Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
INDICATOR		Engages in and maintains positive interactions with other children.
INDICATOR		Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.
INDICATOR		Takes turns in conversations and interactions with other children.
INDICATOR		Develops friendships with one or two preferred other children.

CONTENT STANDARD

Domain II: Social and Emotional Development (48 to 60 months)

BENCHMARK		Relationships with Other Children
GRADE LEVEL EXPECTATION	P-SE 4.	Child engages in cooperative play with other children. (36-60 months)
INDICATOR		<p>Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.</p> <p>Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
INDICATOR		Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.
INDICATOR		Demonstrates willingness to include others' ideas during interactions and play.
INDICATOR		Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.
INDICATOR		Engages in reflection and conversation about past play experiences.

CONTENT STANDARD

Domain II: Social and Emotional Development (48 to 60 months)

BENCHMARK		Relationships with Other Children
GRADE LEVEL EXPECTATION	P-SE 5.	Child uses basic problem-solving skills to resolve conflicts with other children. (36-60 months)
INDICATOR		<p>Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.</p> <p>Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems</p>
INDICATOR		Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"
INDICATOR		Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.

INDICATOR	Expresses feelings, needs, and opinions in conflict situations.
INDICATOR	Seeks adult help when needed to resolve conflicts.

CONTENT STANDARD

Domain II: Social and Emotional Development (48 to 60 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	P-SE 6.	Child expresses a broad range of emotions and recognizes these emotions in self and others. (36-60 months)
INDICATOR		<p>Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.</p> <p>Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
INDICATOR		Recognizes and labels basic emotions in books or photographs.
INDICATOR		Uses words to describe own feelings.
INDICATOR		Uses words to describe the feelings of adults or other children.

CONTENT STANDARD

Domain II: Social and Emotional Development (48 to 60 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	P-SE 7.	Child expresses care and concern toward others. (36-60 months)
INDICATOR		<p>Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.</p> <p>Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
INDICATOR		Makes empathetic statements to adults or other children.
INDICATOR		Offers support to adults or other children who are distressed.

CONTENT STANDARD

Domain II: Social and Emotional Development (48 to 60 months)

BENCHMARK		Emotional Functioning
GRADE LEVEL EXPECTATION	P-SE 8.	Child manages emotions with increasing independence. (36-60 months)



INDICATOR		Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions but shows increasing skill in managing emotions independently.
		Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR		Expresses feelings in ways that are appropriate to the situation.
INDICATOR		Looks for adult assistance when feelings are most intense.
INDICATOR		Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.

CONTENT STANDARD

Domain II: Social and Emotional Development (48 to 60 months)

BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	P-SE 9.	Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (36-60 months)
INDICATOR		Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people. Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
INDICATOR		Describes self by using several different characteristics.
INDICATOR		Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.

CONTENT STANDARD

Domain II: Social and Emotional Development (48 to 60 months)

BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	P-SE 10.	Child expresses confidence in own skills and positive feelings about self. (36-60 months)
INDICATOR		Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR		Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.



INDICATOR	Expresses own ideas or beliefs in group contexts or in interactions with others.
INDICATOR	Uses positive words to describe self, such as kind or hard-worker.

CONTENT STANDARD

Domain II: Social and Emotional Development (48 to 60 months)

BENCHMARK		Sense of Identity and Belonging
GRADE LEVEL EXPECTATION	P-SE 11.	Child has sense of belonging to family, community, and other groups. (36-60 months)
INDICATOR		<p>Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.</p> <p>Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self</p>
INDICATOR		Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.
INDICATOR		Relates personal stories about being a part of different groups.
INDICATOR		Identifies similarities and differences about self across familiar environments and settings.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (48 to 60 months)

BENCHMARK		Language – Attending and Understanding
GRADE LEVEL EXPECTATION	P-LC 1.	Child attends to communication and language from others. (36-60 months)
INDICATOR		<p>Shows acknowledgement of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.</p> <p>Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR		Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.
INDICATOR		Shows ongoing connection to a conversation, group discussion, or presentation.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (48 to 60 months)

BENCHMARK		Language – Attending and Understanding
GRADE LEVEL EXPECTATION	P-LC 2.	Child understands and responds to increasingly complex communication and language from others. (36-60 months)



INDICATOR		Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.
		<u>Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR		Shows an ability to recall (in order) multiple step directions.
INDICATOR		Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/ Why?"
INDICATOR		Shows an understanding of talk related to the past or future.
INDICATOR		Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic.
INDICATOR		Children who are DLLs may demonstrate more complex communication and language in their home language than in English.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (48 to 60 months)

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	P-LC 3.	Child varies the amount of information provided to meet the demands of the situation. (36-60 months)
INDICATOR		Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults. <u>Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
INDICATOR		Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.
INDICATOR		Uses language, spoken or sign, to clarify a word or statement when misunderstood.
INDICATOR		Children who are DLLs may switch between their languages.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (48 to 60 months)

BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	P-LC 4.	Child understands, follows, and uses appropriate social and conversational rules. (36-60 months)



INDICATOR		<p>Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.</p> <p>Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges</p>
INDICATOR		Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.
INDICATOR		With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.
CONTENT STANDARD		Domain III: Language, Communication, and Literacy (48 to 60 months)
BENCHMARK		Language – Communicating and Speaking
GRADE LEVEL EXPECTATION	P-LC 5.	Child expresses self in increasingly long, detailed, and sophisticated ways. (36-60 months)
INDICATOR		<p>Communicates clearly enough to be understood by familiar and unfamiliar adults but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p> <p>Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences</p>
INDICATOR		Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.
INDICATOR		Typically, uses complete sentences of more than five words with complex structures, such as sentences involving sequence and causal relations.
INDICATOR		Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (48 to 60 months)

BENCHMARK		Language – Vocabulary
GRADE LEVEL EXPECTATION	P-LC 6.	Child understands and uses a wide variety of words for a variety of purposes. (36-60 months)
INDICATOR		Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words. Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
INDICATOR		Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.
INDICATOR		Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.
INDICATOR		With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes.
INDICATOR		With support, forms guesses about the meaning of new words from context clues.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (48 to 60 months)

BENCHMARK		Language – Vocabulary
GRADE LEVEL EXPECTATION	P-LC 7.	Child shows understanding of word categories and relationships among words. (36-60 months)
INDICATOR		Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym. Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR		Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.
INDICATOR		Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.

INDICATOR	With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes.
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INDICATOR	With support, forms guesses about the meaning of new words from context clues.
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CONTENT STANDARD

Domain III: Language, Communication, and Literacy (48 to 60 months)

BENCHMARK		Literacy – Phonological Awareness
GRADE LEVEL EXPECTATION	P-LIT 1.	Child demonstrates awareness that spoken language is composed of smaller segments of sound. (36-60 months)
INDICATOR		<p>Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.4 Shows awareness that some words begin the same way • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
INDICATOR		Provides one or more words that rhyme with a single given target, such as "What rhymes with log?"
INDICATOR		Produces the beginning sound in a spoken word, such as "Dog begins with /d/."
INDICATOR		Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?" Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (48 to 60 months)

BENCHMARK		Literacy – Print and Alphabet Knowledge
GRADE LEVEL EXPECTATION	P-LIT 2.	Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (36-60 months)



INDICATOR		<p>Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
INDICATOR		Understands that print is organized differently for different purposes, such as a note, list, or storybook.
INDICATOR		Understands that written words are made up of a group of individual letters.
INDICATOR		Begins to point to single-syllable words while reading simple, memorized texts.
INDICATOR		Identifies book parts and features, such as the front, back, title, and author.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (48 to 60 months)

BENCHMARK		Literacy – Print and Alphabet Knowledge
GRADE LEVEL EXPECTATION	P-LIT 3.	Child identifies letters of the alphabet and produces correct sounds associated with letters. (36-60 months)
INDICATOR		<p>Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.6 Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
INDICATOR		Names most upper and lower-case letters.
INDICATOR		Knows the sounds associated with several letters.

CONTENT STANDARD

Domain III: Language, Communication, and Literacy (48 to 60 months)

BENCHMARK		Literacy – Comprehension and Text Structure
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GRADE LEVEL EXPECTATION	P-LIT 4.	Child demonstrates an understanding of narrative structure through storytelling/re-telling. (36-60 months)
INDICATOR		<p>Re-tells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.</p> <p><u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
INDICATOR		Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.
INDICATOR		Tells fictional or personal stories using a sequence of at least two or three connected events.
INDICATOR		Identifies characters and main events in books and stories.
CONTENT STANDARD		Domain III: Language, Communication, and Literacy (48 to 60 months)
BENCHMARK		Literacy – Comprehension and Text Structure
GRADE LEVEL EXPECTATION	P-LIT 5.	Child asks and answers questions about a book that was read aloud. (36-60 months)
INDICATOR		<p>With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.</p> <p><u>Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
INDICATOR		Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."
INDICATOR		Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.
INDICATOR		Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.

CONTENT STANDARD**Domain III: Language, Communication, and Literacy (48 to 60 months)**

BENCHMARK		Literacy – Writing
GRADE LEVEL EXPECTATION	P-LIT 6.	Child writes for a variety of purposes using increasingly sophisticated marks. (36-60 months)
INDICATOR		Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug. Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message
INDICATOR		Creates a variety of written products that may or may not phonetically relate to intended messages.
INDICATOR		Shows an interest in copying simple words posted in the classroom.
INDICATOR		Attempts to independently write some words using invented spelling, such as K for kite.
INDICATOR		Writes first name correctly or close to correctly.
INDICATOR		Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.

CONTENT STANDARD**Domain IV: Cognition (48 to 60 months)**

BENCHMARK		Mathematics Development – Counting and Cardinality
GRADE LEVEL EXPECTATION	P-MATH 1.	Child knows number names and the count sequence. (36-60 months)
INDICATOR		Says or signs more number words in sequence. Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20a.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
INDICATOR		Counts verbally or signs to at least 20 by ones.

CONTENT STANDARD**Domain IV: Cognition (48 to 60 months)**

BENCHMARK		Mathematics Development – Counting and Cardinality
GRADE LEVEL EXPECTATION	P-MATH 2.	Child recognizes the number of objects in a small set. (36-60 months)
INDICATOR		Quickly recognizes the number of objects in a small set (referred to as “subitizing”).



Objectives for Development and Learning**• Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

INDICATOR

Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.

CONTENT STANDARD**Domain IV: Cognition (48 to 60 months)****BENCHMARK****Mathematics Development – Counting and Cardinality****GRADE LEVEL EXPECTATION****P-MATH 3.****Child understands the relationship between numbers and quantities. (36-60 months)****INDICATOR**

Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).

Objectives for Development and Learning**• Objective 20 Uses number concepts and operations a. Counts**

Objective 20a.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

INDICATOR

When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.

INDICATOR

Counts and answers "How many?" questions for approximately 10 objects.

INDICATOR

Accurately counts as many as five objects in a scattered configuration.

INDICATOR

Understands that each successive number name refers to a quantity that is one larger.

INDICATOR

Understands that the last number said represents the number of objects in a set.

CONTENT STANDARD**Domain IV: Cognition (48 to 60 months)****BENCHMARK****Mathematics Development – Counting and Cardinality****GRADE LEVEL EXPECTATION****P-MATH 4.****Child compares numbers. (36-60 months)****INDICATOR**

Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.

Objectives for Development and Learning**• Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

INDICATOR	Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.
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INDICATOR	Identifies and uses numbers related to order or position from first to tenth.
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CONTENT STANDARD

Domain IV: Cognition (48 to 60 months)

BENCHMARK		Mathematics Development – Counting and Cardinality
GRADE LEVEL EXPECTATION	P-MATH 5.	Child associates a quantity with written numerals up to 5 and begins to write numbers. (36-60 months)
INDICATOR		<p>Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>

INDICATOR	Associates a number of objects with a written numeral 0–5.
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INDICATOR	Recognizes and, with support, writes some numerals up to 10.
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CONTENT STANDARD

Domain IV: Cognition (48 to 60 months)

BENCHMARK		Mathematics Development – Operations and Algebraic Thinking
GRADE LEVEL EXPECTATION	P-MATH 6.	Child understands addition as adding to and understands subtraction as taking away from. (36-60 months)
INDICATOR		<p>Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.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>

INDICATOR	Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.
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INDICATOR	Solves addition and subtraction word problems. Adds and subtracts up to five to or from a given number.
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INDICATOR	With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers).
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INDICATOR	When counting back for subtraction such as taking away three from five, counts, "Five, four, three...two!" (keeping track with fingers).
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CONTENT STANDARD

Domain IV: Cognition (48 to 60 months)

BENCHMARK		Mathematics Development – Operations and Algebraic Thinking
GRADE LEVEL EXPECTATION	P-MATH 7.	Child understands simple patterns. (36-60 months)
INDICATOR		<p>Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.6 Extends and creates simple repeating patterns</p>

INDICATOR	Fills in missing elements of simple patterns.
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INDICATOR	Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.
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INDICATOR	Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.
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CONTENT STANDARD

Domain IV: Cognition (48 to 60 months)

BENCHMARK		Mathematics Development – Measurement
GRADE LEVEL EXPECTATION	P-MATH 8.	Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (36-60 months)
INDICATOR		<p>With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>

INDICATOR	Measures using the same unit, such as putting together snap cubes to see how tall a book is.
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INDICATOR	Compares or orders up to five objects based on their measurable attributes, such as height or weight.
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INDICATOR	Uses comparative language, such as shortest, heavier, or biggest.
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CONTENT STANDARD

Domain IV: Cognition (48 to 60 months)



BENCHMARK		Mathematics Development – Geometry and Spatial Sense
GRADE LEVEL EXPECTATION	P-MATH 9.	Child identifies, describes, compares, and composes shapes. (36-60 months)
INDICATOR		<p>Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
INDICATOR		Names and describes shapes in terms of length of sides, number of sides, and number of angles.
INDICATOR		Correctly names basic shapes regardless of size and orientation.
INDICATOR		Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.
INDICATOR		Creates and builds shapes from components.

CONTENT STANDARD

Domain IV: Cognition (48 to 60 months)

BENCHMARK		Mathematics Development – Geometry and Spatial Sense
GRADE LEVEL EXPECTATION	P-MATH 10.	Child explores the positions of objects in space. (36-60 months)
INDICATOR		<p>Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
INDICATOR		Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.
INDICATOR		Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."

CONTENT STANDARD

Domain IV: Cognition (48 to 60 months)

BENCHMARK		Scientific Reasoning – Scientific Inquiry
GRADE LEVEL EXPECTATION	P-SCI 1.	Child observes and describes observable phenomena (objects, materials, organisms, and events). (36-60 months)



INDICATOR		Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.
		<u>Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR		Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.
INDICATOR		Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.
INDICATOR		Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.
INDICATOR		Represents observable phenomena with pictures, diagrams, and 3-D models.

CONTENT STANDARD

Domain IV: Cognition (48 to 60 months)

BENCHMARK		Scientific Reasoning – Scientific Inquiry
GRADE LEVEL EXPECTATION	P-SCI 2.	Child engages in scientific talk. (36-60 months)
INDICATOR		Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.
		<u>Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR		Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.
INDICATOR		Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.

CONTENT STANDARD

Domain IV: Cognition (48 to 60 months)

BENCHMARK		Scientific Reasoning – Scientific Inquiry
GRADE LEVEL EXPECTATION	P-SCI 3.	Child compares and categorizes observable phenomena. (36-60 months)
INDICATOR		With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.
		<u>Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroupes them using a different characteristic and indicates the reason

INDICATOR	Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.
INDICATOR	Uses measurement tools, such as a ruler, balance scale, eyedropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.

CONTENT STANDARD

Domain IV: Cognition (48 to 60 months)

BENCHMARK		Scientific Reasoning – Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	P-SCI 4.	Child asks a question, gathers information, and makes predictions. (36-60 months)
INDICATOR		<p>Asks more complex questions. Uses other sources besides familiar adults to gather information, such as books or other experts (community workers). Uses background knowledge and experiences to make predictions.</p> <p><u>Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills</p>
INDICATOR		Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?"
INDICATOR		Gathers information about a question by looking at books or discussing prior knowledge and observations.
INDICATOR		Makes predictions and brainstorms solutions based on background knowledge and experiences, such as "I think that plants need water to grow," or "I think adding yellow paint to purple will make brown."

CONTENT STANDARD

Domain IV: Cognition (48 to 60 months)

BENCHMARK		Scientific Reasoning – Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	P-SCI 5.	Child plans and conducts investigations and experiments. (36-60 months)
INDICATOR		<p>With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.</p> <p><u>Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills</p>
INDICATOR		Articulates steps to be taken and lists materials needed for an investigation or experiment.
INDICATOR		Implements steps and uses materials to explore testable questions, such as "Do plants need water to grow?" by planting seeds and giving water to some but not to others.

INDICATOR	Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.
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CONTENT STANDARD

Domain IV: Cognition (48 to 60 months)

BENCHMARK		Scientific Reasoning – Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	P-SCI 6.	Child analyzes results, draws conclusions, and communicates results. (36-60 months)
INDICATOR		<p>With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.</p> <p>Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills</p>
INDICATOR		Analyzes and interprets data and summarizes results of investigation.
INDICATOR		Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.
INDICATOR		With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.
INDICATOR		Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.

CONTENT STANDARD

Domain V: Social Studies (48 to 60 months)

BENCHMARK		Concepts of Time
GRADE LEVEL EXPECTATION	P-SS 1.	Child demonstrates a basic understanding of past, present, and future and how things, people, and places change over time. (36-60 months)
INDICATOR		<p>Able to look outside themselves and identify changes over time. Demonstrates a more complex sequence in time.</p> <p>Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places</p>
INDICATOR		Uses "ed" on verbs to include past tense (e.g., walked, cooked).
INDICATOR		Responds appropriately to terms related to time (e.g. before, after, now, soon, later, first/last, yesterday/today/tomorrow, morning/night, in a few minutes).
INDICATOR		Anticipates recurring activities.



CONTENT STANDARD**Domain V: Social Studies (48 to 60 months)**

BENCHMARK		Citizenship
GRADE LEVEL EXPECTATION	P-SS 4.	Child demonstrates and exhibits an awareness of rules and routines in the classroom, community, and family life. (36-60 months)
INDICATOR		Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside. Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR		Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.
INDICATOR		Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.
INDICATOR		Responds to signals when transitioning from one activity to another.

CONTENT STANDARD**Domain V: Social Studies (48 to 60 months)**

BENCHMARK		Citizenship
GRADE LEVEL EXPECTATION	P-SS 3.	Child shares responsibility for caring for their environment. (36-60 months)
INDICATOR		Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor. Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR		Appropriately handles materials during activities.
INDICATOR		Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.

CONTENT STANDARD**Domain V: Social Studies (48 to 60 months)**

BENCHMARK		Citizenship
GRADE LEVEL EXPECTATION	P-SS 5.	Child begins to understand various group decision-making processes. (36-60 months)
INDICATOR		Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.

Objectives for Development and Learning**• Objective 2 Establishes and sustains positive relationships d. Makes friends**

Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while

INDICATOR	Engages in and maintains positive interactions with other children.
INDICATOR	Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.
INDICATOR	Takes turns in conversations and interactions with other children.
INDICATOR	Develops friendships with one or two preferred other children.

CONTENT STANDARD**Domain V: Social Studies (48 to 60 months)**

BENCHMARK		Identity and Culture
GRADE LEVEL EXPECTATION	P-SS 6.	Child understands relationships and roles within families, homes, and classroom, and demonstrate awareness of differences among families. (36-60 months)
INDICATOR		Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child. Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
INDICATOR		Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.
INDICATOR		Relates personal stories about being a part of different groups.
INDICATOR		Identifies similarities and differences about self across familiar environments and settings.

CONTENT STANDARD**Domain V: Social Studies (48 to 60 months)**

BENCHMARK		Identity and Culture
GRADE LEVEL EXPECTATION	P-SS 7.	Demonstrate awareness of differences among families and communities to which they belong. (36-60 months)
INDICATOR		Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child. Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self

INDICATOR	Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.
INDICATOR	Relates personal stories about being a part of different groups.
INDICATOR	Identifies similarities and differences about self across familiar environments and settings.

CONTENT STANDARD

Domain VI: Creative Arts (48 to 60 months)

BENCHMARK		Music
GRADE LEVEL EXPECTATION	P-CA 1.	Child sings and plays simple musical instruments. (36-60 months)
INDICATOR		Creates own songs and movements, includes musical instruments. Vocalizes and uses instruments in more complex music/songs.
		Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
INDICATOR		Experiments with musical instruments.
INDICATOR		Responds to rhythmic patterns and elements of music using expressive movement.
INDICATOR		Improvises movement and sound responses to music.
INDICATOR		Explores using a singing voice.
INDICATOR		Demonstrates beat awareness.

CONTENT STANDARD

Domain VI: Creative Arts (48 to 60 months)

BENCHMARK		Music
GRADE LEVEL EXPECTATION	P-CA 2.	Child listens to music with attention. (36-60 months)
INDICATOR		Participates in more complex songs and involves physical movement – finger plays, chants, etc.
		Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
INDICATOR		Participates in music activities, such as listening, singing, or performing.
INDICATOR		Describes and responds to musical elements.
INDICATOR		Recognizes a wide variety of sounds and sound sources.
INDICATOR		Expresses feeling responses to music.
INDICATOR		Recognizes music in daily life.
INDICATOR		Explores musical opposites (long/slow, fast/slow, loud/soft).

CONTENT STANDARD

Domain VI: Creative Arts (48 to 60 months)



BENCHMARK		Dance and Movement
GRADE LEVEL EXPECTATION	P-CA 3.	Child coordinates movements in response to beat or rhythm. (36-60 months)
INDICATOR		Dances to music with varying tempos. Creates simple rhythm patterns and is able to repeat them. Moves through combinations of pathways, straight, zigzag, diagonal, curve. Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close). Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.
		Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
INDICATOR		Expresses what is felt and heard in various musical tempos and styles.
INDICATOR		Moves to different patterns of beat and rhythm in music.
INDICATOR		Uses creative movement to express concepts, ideas, or feelings.
INDICATOR		Demonstrates simple phrases of movement in time and space.
INDICATOR		Attentively observes a dance performance.
INDICATOR		Recognizes dances from around the world.

CONTENT STANDARD

Domain VI: Creative Arts (48 to 60 months)

BENCHMARK		Visual Arts
GRADE LEVEL EXPECTATION	P-CA 4.	Child creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes and share about them (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition). (36-60 months)
INDICATOR		Recognizes and describes various art forms – sculpture, painting, printing. Drawings suggest real life. Drawings becoming better defined, more detail. Uses both 2-dimensional and 3-dimensional processes to create art that represents various objects like people, places and things. Begins to share about their own creations.
		Objectives for Development and Learning • Objective 33 Explores the visual arts
INDICATOR		Uses different materials and techniques to make art creations.
INDICATOR		Discusses one's own artistic creations and those of others.
INDICATOR		Knows that works of art can represent people, places, and things.
INDICATOR		Identifies art in daily life.
INDICATOR		Understands that artists have an important role in communities.



CONTENT STANDARD**Domain VI: Creative Arts (48 to 60 months)**

BENCHMARK		Dramatic Play
GRADE LEVEL EXPECTATION	P-CA 5.	Child incorporates a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, and make-up) into dramatic play while using a collection of processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize). (36-60 months)
INDICATOR		Dictates a story. Repeats dialogue and movement to tell a story. Creates roles for self and others in dramatic play situations using body and dialogue. Uses costumes to create character with dialogue. Creates and executes complicated plot with conflict and resolution verbally and physically. Uses props/objects in creative way. Objectives for Development and Learning • Objective 36 Explores drama through actions and language
INDICATOR		Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.
INDICATOR		Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.
INDICATOR		Responds to stories and plays.
INDICATOR		Identifies/describes characters.

CONTENT STANDARD**Domain VII: Perceptual, Motor, and Physical Development (48 to 60 months)**

BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	P-PMP 1.	Child demonstrates control, strength, and coordination of large muscles. (36-60 months)
INDICATOR		Balances, such as on one leg, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time. Objectives for Development and Learning • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 05 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
INDICATOR		Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.



INDICATOR	Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.
INDICATOR	Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (48 to 60 months)

BENCHMARK		Gross Motor
GRADE LEVEL EXPECTATION	P-PMP 2.	Child uses perceptual information to guide motions and interactions with objects and other people. (36-60 months)
INDICATOR		<p>Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p>
INDICATOR		Demonstrates awareness of own body and other people's space during interactions.
INDICATOR		Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.
INDICATOR		When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.
INDICATOR		Changes directions when moving with little difficulty.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (48 to 60 months)

BENCHMARK		Fine Motor
GRADE LEVEL EXPECTATION	P-PMP 3.	Child demonstrates increasing control, strength, and coordination of small muscles. (36-60 months)
INDICATOR		<p>Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.8 Uses small, precise finger and hand movements</p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>

INDICATOR	Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.
INDICATOR	Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.
INDICATOR	Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (48 to 60 months)

BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	P-PMP 4.	Child demonstrates personal hygiene and self-care skills. (36-60 months)
INDICATOR		Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting. <u>Objectives for Development and Learning</u> · Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR		Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.
INDICATOR		Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (48 to 60 months)

BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	P-PMP 6.	Child demonstrates knowledge of personal safety practices and routines. (36-60 months)
INDICATOR		Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices. <u>Objectives for Development and Learning</u> · Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR		Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.
INDICATOR		Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.

CONTENT STANDARD

Domain VII: Perceptual, Motor, and Physical Development (48 to 60 months)

BENCHMARK		Health, Safety, and Nutrition
GRADE LEVEL EXPECTATION	P-PMP 5.	Child develops knowledge and skills that help promote nutritious food choices and eating habits. (36-60 months)
INDICATOR		<p>Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> · Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
INDICATOR		Identifies a variety of healthy and unhealthy foods.
INDICATOR		Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.
INDICATOR		Moderates food consumption based on awareness of own hunger and fullness.