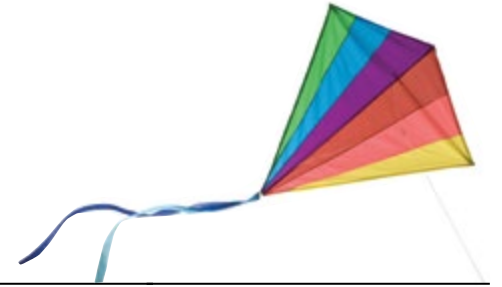**TeachingStrategies®**

Alignment of

Objectives for Development & Learning

WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

Virginia's Early Learning and Development Standards

Standards adopted 2021

Ages: 0-8 months

STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.1.	Being curious learners
PROGRESS INDICATOR		• Shows awareness of what is going on around them by turning their head and looking around (APL1.1a) • Shows excitement with facial expressions, vocalizations, or physical movements (APL1.1b) **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
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.2.	Taking initiative

PROGRESS INDICATOR		• Explores their own body by mouthing and clapping hands and by kicking and touching feet (APL1.2a) • Reaches, stretches, or works to crawl towards a desired object or person (APL1.2b) • Repeats actions to get same reaction from an adult (e.g., smiling, laughing, verbalizing) (APL1.2c) • Repeats actions on objects to get same reaction from the object (e.g., kicking items on mobile, moving arms to sound rattle or bell noise on wrist) (APL1.2d) 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**
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL2.	CREATIVITY AND IMAGINATION
INDICATOR	APL2.1.	Showing creativity and imagination
PROGRESS INDICATOR		• Explores toys and safe objects with hands and mouth (APL2.1a) 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**
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.1.	Focusing and paying attention
PROGRESS INDICATOR		• With adult support, starts to filter distractions to focus on people or objects in environment (APL3.1a) • Limits sensory input by breaking gaze and shifting attention (APL3.1b) 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**
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.2.	Building working memory

PROGRESS INDICATOR		• Shows recognition of familiar faces and voices by attending to that person (APL3.2a) • Develops expectations of what will happen based on prior experiences (e.g., caregiver will come when baby cries) (APL3.2b) **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
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	APL3.	**EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION**
INDICATOR	APL3.3.	**Thinking flexibly and adapting**
PROGRESS INDICATOR		• Explores objects by putting in the mouth and then rattling or shaking (APL3.3a) • Modifies expressions and actions based on others' responses (e.g., begins to smile in response to caregiver's smiling face) (APL3.3b) **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
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	APL3.	**EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION**
INDICATOR	APL3.4.	**Inhibiting responses**
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. **No Correlations**
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	APL3.	**EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION**
INDICATOR	APL3.5.	**Persisting and problem-solving**

PROGRESS INDICATOR		• Cries persistently until needs are met (APL3.5a) • Repeats attempts to reach a desired object by looking at or moving toward the object (APL3.5b) • Uses more than one strategy to get what they want (e.g., vocalizing as well as reaching or moving toward) (APL3.5c) **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
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	**APL4.**	**BEHAVIORAL SELF-REGULATION**
INDICATOR	**APL4.1.**	**Managing actions and behaviors**
PROGRESS INDICATOR		• Responds to caregivers' attempts at regulation (e.g., by rocking, talking to child) (APL4.1a) **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED1.**	**POSITIVE SELF-CONCEPT**
INDICATOR	**SED1.1.**	**Developing self-awareness**
PROGRESS INDICATOR		• Learns about self by exploring hands, feet, body, and movement (SED1.1a) • Turns to familiar voice (SED1.1b) • Displays personal preferences and individual temperament (SED1.1c) **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
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED1.**	**POSITIVE SELF-CONCEPT**
INDICATOR	**SED1.2.**	**Developing self-confidence**

PROGRESS INDICATOR		• Smiles or is comforted when a trusted caregiver speaks to them (SED1.2a) **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**
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED1.**	**POSITIVE SELF-CONCEPT**
INDICATOR	**SED1.3.**	**Becoming autonomous and independent**
PROGRESS INDICATOR		• Uses facial expressions and body movements to express comfort or discomfort (e.g., turns head away when no longer hungry) (SED1.3a) • Relies on familiar adults to meet all basic needs (SED1.3b) **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**
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.1.**	**Seeing and naming emotions in self and others**
PROGRESS INDICATOR		• Watches, observes, and listens to adults and other children (SED2.1a) • Responds to interactions from familiar caregiver (e.g., smiles when caregiver smiles, turns head when hears familiar voice) (SED2.1b) **Objectives for Development and Learning** • **Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.2 Reacts to others' emotional expressions**
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.2.**	**Expressing emotions**

PROGRESS INDICATOR		• Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort (SED2.2a) **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.3.	Communicating feelings, wants, and needs
PROGRESS INDICATOR		Signals for needs (e.g., cries when hungry, arches back in discomfort) (SED2.3a) **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
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.4.	Regulating emotions
PROGRESS INDICATOR		• Uses preferred adult to help soothe (SED2.4a) • Disengages when over-stimulated (e.g., turns head, pushes hand away from body, falls asleep) (SED2.4b) **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.5.	Showing care and concern for others
PROGRESS INDICATOR		• Looks attentively when others show they are happy, sad, or fearful by their facial expressions, voices, or actions (SED2.5a) **Objectives for Development and Learning** • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
STRAND / TOPIC		Early Infancy (0-8 months)

STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED3.	INTERACTING WITH OTHERS
INDICATOR	SED3.1.	Developing relationships with adults
PROGRESS INDICATOR		• Responds differently to familiar and unfamiliar adults (SED3.1a) • Develops trust and attachment toward significant adults (e.g., stops crying when familiar caregiver picks child up) (SED3.1b) • Needs additional comforting (e.g., swaddling in a blanket when being held by an adult) (SED3.1c) Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED3.	INTERACTING WITH OTHERS
INDICATOR	SED3.2.	Developing relationships with other children
PROGRESS INDICATOR		• Notices peers by looking, touching, or making sounds directed toward the child (e.g., while lying on a blanket close to them) (SED3.2a) • Recognizes familiar others by making sounds, facial expressions, or behavior (e.g., reaches up arms, or touches others' face) (SED3.2b) Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED3.	INTERACTING WITH OTHERS
INDICATOR	SED3.3.	Engaging in cooperative play
PROGRESS INDICATOR		• Engages in unoccupied play, practicing movements of their arms, hands, legs, feet, and head (e.g., when safely situated on the floor or in a crib) (SED3.3a) • Engages in solitary play when exploring toys and safe objects in indoor and outdoor settings (SED3.3b) • Plays social games like peek-a-boo with a familiar adult (SED3.3c) Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions

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STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED3.	INTERACTING WITH OTHERS
INDICATOR	SED3.4.	Solving social interaction problems
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. No Correlations
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.1.	Understanding verbal and nonverbal cues
PROGRESS INDICATOR		• Responds to speaker by turning head or shifting eye gaze (CLLD1.1a) • Responds to tone or voice changes (CLLD1.1b) • Directs attention to sounds or object pointed at/to (CLLD1.1c) • Responds by looking when name is called (CLLD1.1d) 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
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.2.	Using vocabulary and nonverbal cues to communicate
PROGRESS INDICATOR		• Uses sound, inflection, and gestures to communicate needs, desires, or emotions (CLLD1.2a) • Cries, coos, babbles and makes other sounds (CLLD1.2b) • Reaches and points to communicate (CLLD1.2c) Objectives for Development and Learning • Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.3.	Learning and engaging in conversational interactions

PROGRESS INDICATOR		• Responds and engages with an adult or older peer (CLLD1.3a) • Reacts to facial cues and eye contact (CLLD1.3b) • Engages in vocal exchanges by babbling (CLLD1.3c) 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**
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.1.**	**Paying attention to print as meaningful**
PROGRESS INDICATOR		• Explores a book by touching it, patting it, or putting it in mouth (CLLD2.1a) 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**
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.2.**	**Understanding ideas, vocabulary, and information in stories and texts**
PROGRESS INDICATOR		• Looks at picture books and listens to an adult talk about pictures in a book (CLLD2.2a) 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**
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.3.**	**Learning spoken language is composed of smaller segments of sound**

PROGRESS INDICATOR		• Listens and attends to culturally and linguistically familiar words or signs (including rhymes and songs) (CLLD2.3a) • Begins to create speech and non-speech like sounds (e.g., babbling) (CLLD2.3b) **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**
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.4.**	**Learning how letters and print work to create words and meaning**
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. **No Correlations**
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD3.**	**FOUNDATIONS OF WRITING**
INDICATOR	**CLLD3.1.**	**Drawing, scribbling, and writing to communicate**
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. **No Correlations**
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD3.**	**FOUNDATIONS OF WRITING**
INDICATOR	**CLLD3.2.**	**Developing writing habits and skills**
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. **No Correlations**
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD3.**	**FOUNDATIONS OF WRITING**
INDICATOR	**CLLD3.3.**	**Handling writing tools**

PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. No Correlations
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD1.**	**USING SENSES**
INDICATOR	**HPD1.1.**	**Learning through all senses**
PROGRESS INDICATOR		• Uses their senses to explore objects and people in the environment (HPD1.1a) • Turns head or body in the direction of a sound to learn more about the environment (e.g., a young infant turns toward an adult and repositions their body to be picked up) (HPD1.1b) • Adjusts balance and movement with the changing size and proportion of their body (e.g., rolls over and moves from sitting to crawling or scooting) (HPD1.1c) • Uses oral sensory exploration to learn about the environment and for soothing (HPD1.1d) <u>Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD2.**	**GROSS MOTOR**
INDICATOR	**HPD2.1.**	**Developing large muscle control**
PROGRESS INDICATOR		• Explores new body positions and movements, such as rolling over, sitting, scooting, crawling, hitting, or kicking at objects while lying on back (HPD2.1a) <u>Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD2.**	**GROSS MOTOR**
INDICATOR	**HPD2.2.**	**Exploring the environment**

PROGRESS INDICATOR		• Uses each new position (raising head, rolling onto back, sitting) to learn new ways to explore the environment, (e.g., sits up to be able to reach for an object) (HPD2.2a) **Objectives for Development and Learning** • 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
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD3.	FINE MOTOR
INDICATOR	HPD3.1.	Using eyes and hands together
PROGRESS INDICATOR		• Coordinates hands and eyes when reaching for and holding items (HPD3.1a) • Uses both hands to swipe at, reach for, grasp, hold, shake, release objects, and begins to transfer objects from hand to hand (HPD3.1b) **Objectives for Development and Learning** • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD3.	FINE MOTOR
INDICATOR	HPD3.2.	Developing small muscle control
PROGRESS INDICATOR		• Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around (HPD3.2a) • Uses full hand to grab items to explore (e.g., picks up toy, holds onto an adult's finger) (HPD3.2b) **Objectives for Development and Learning** • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.1.	Taking care of daily health needs

PROGRESS INDICATOR		• Cooperates in care routines (e.g., diapering, hand-washing, dressing, and brushing gums) (HPD4.1a) • Communicates needs for comfort and care (HPD4.1b) **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
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.2.	Adopting safe behaviors
PROGRESS INDICATOR		• Cries to indicate stress and to seek help (HPD4.2a) • Responds to verbal or physical signals of danger with a cry or reach towards primary caregiver (HPD4.2b) **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
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.3.	Eating with healthy habits
PROGRESS INDICATOR		• Sucks and swallows liquids from breast or bottle (HPD4.3a) • Begins to eat solid foods (HPD4.3b) **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
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.4.	Developing healthy habits for rest and sleep

PROGRESS INDICATOR		• Begins to sleep well and shows alertness when awake (HPD4.4a) • Sleeps for longer periods at a time and starts to have longer night-time sleep periods (HPD4.4b) **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
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD1.**	**SCIENCE: THE NATURAL AND PHYSICAL WORLD**
INDICATOR	**CD1.1.**	**Paying attention to the natural world**
PROGRESS INDICATOR		• Reacts with interest to nearby sights and sounds (CD1.1a) • Reaches for and moves toward objects (CD1.1b) **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
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD1.**	**SCIENCE: THE NATURAL AND PHYSICAL WORLD**
INDICATOR	**CD1.2.**	**Testing questions and ideas**
PROGRESS INDICATOR		• Repeats actions (e.g., making a noise or expression) to get repeated adult reaction (CD1.2a) **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD2.**	**Social Science: People, Community, and Culture**
INDICATOR	**CD2.1.**	**Learning about ways that people interact**
PROGRESS INDICATOR		• Reacts to, and carefully observes, the actions of adults and peers (CD2.1a) **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
STRAND / TOPIC		**Early Infancy (0-8 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**

INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.2.	Understanding relationships and connections
PROGRESS INDICATOR		• Shows preference for familiar people with smiles and an open facial expression (CD2.2a) **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
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.3.	Learning about differences
PROGRESS INDICATOR		• Notices an unfamiliar person whose face is near and briefly gazes at that new face (CD2.3a) **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
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.1.	Comparing numbers, counting, and recognizing quantities
PROGRESS INDICATOR		• After observing a picture or display with one item, pays longer attention to a picture or display with two or three items (CD3.1a) **Objectives for Development and Learning** • Objective 20 Uses number concepts and operations b. Quantify Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.2.	Understanding number relationships and solving problems using operations
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. No Correlations

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STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.3.	Geometric thinking and spatial reasoning
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. No Correlations
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.4.	Sorting, classifying, and patterning
PROGRESS INDICATOR		• Shows a beginning alertness to something "different" by holding attention to briefly study the new item or face (CD3.4a) • Anticipates the next move in a game of peek-a-boo (CD3.4b) **Objectives for Development and Learning** • Objective 23 Demonstrates knowledge of patterns Objective 23.1 Emerging to 23.2 Shows interest in simple patterns in everyday life
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.5.	Describing, comparing, and measuring
PROGRESS INDICATOR		• Explores familiar and unfamiliar people or objects through touching (handling) or mouthing (oral exploration) (CD3.5a) **Objectives for Development and Learning** • Objective 22 Compares and measures a. Measures objects Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.1.	Exploring and expressing ideas through movement and dance
PROGRESS INDICATOR		• With feet on a flat surface, and with adult support, pushes down with legs (CD4.1a) **Objectives for Development and Learning** • Objective 04 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment

STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.2.	Learning about and through music
PROGRESS INDICATOR		• Responds to adult by copying sounds (CD4.2a) • Engages in a "conversation" with adult by taking turns making sounds (CD4.2b) • Responds to music by either quieting or becoming more active (CD4.2c) 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**
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.3.	Building understanding, empathy, and relationship skills through drama and theatre arts
PROGRESS INDICATOR		• Responds to people whose faces are nearby by smiling and copying basic facial expressions (CD4.3a) • Protests with expression or vocalization when playful interactions stop (CD4.3b) Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.1 Emerging to 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating**
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.4.	Using visual arts media to express thoughts and feelings
PROGRESS INDICATOR		• Responds to visual elements in the environment by gazing at light, color, and patterns (CD4.4a) 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**

Ages: 6-14 months

STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.1.	Being curious learners
PROGRESS INDICATOR		• Shows interest in new experiences such as reaching out to touch rain, hearing a new song, or examining new items (APL1.1c) 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
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.2.	Taking initiative
PROGRESS INDICATOR		• Explores objects using their senses and by manipulating them in a variety of ways (e.g., bangs, shakes, throws) (APL1.2e) • Moves toward interesting people, sounds, objects, and activities (APL1.2f) • Seeks out objects that an adult hides (APL1.2g) • Plays with one object for a few minutes before focusing on a different object (APL1.2h) • Initiates turn-taking with familiar adults (e.g., gives parent a toy and parent offers a new toy) (APL1.2i) 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
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL2.	CREATIVITY AND IMAGINATION
INDICATOR	APL2.1.	Showing creativity and imagination

PROGRESS INDICATOR		• Observes other people's use of objects (APL2.1b) • Imitates simple actions (e.g., claps hands together, covers eyes with hands) (APL2.1c) • Uses everyday objects for a variety of purposes (APL2.1d) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	**APL3.**	**EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION**
INDICATOR	**APL3.1.**	**Focusing and paying attention**
PROGRESS INDICATOR		• Demonstrates increasing ability to attend to people, objects, and activities (e.g., quiets motor movements and shows intense concentration) (APL3.1c) • Notices when something expected does not happen (APL3.1d) • Kicks a toy repeatedly and notices the movement of the toy (APL3.1e) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	**APL3.**	**EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION**
INDICATOR	**APL3.2.**	**Building working memory**
PROGRESS INDICATOR		• Shows recognition and memory of familiar faces and objects over longer periods of time since last seen (APL3.2c) • Correctly looks and reaches toward a toy's hiding place when the place has been changed from one location to another (APL3.2d) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	**APL3.**	**EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION**
INDICATOR	**APL3.3.**	**Thinking flexibly and adapting**

PROGRESS INDICATOR		• Shows ability to shift focus to attend to something else (APL3.3c) • Participates in a new activity or tries new ways to solve a problem with little protest (APL3.3d) • Allows caregiver to interrupt an activity to perform a routine as long as the caregiver notifies in advance (e.g., child playing with toy allows caregiver to wipe face) (APL3.3e) **Objectives for Development and Learning** • Objective **1 Demonstrates positive approaches to learning a. Attends and engages** Objective 11a.2 Pays attention to sights and sounds
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	**APL3.**	**EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION**
INDICATOR	**APL3.4.**	**Inhibiting responses**
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. **No Correlations**
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	**APL3.**	**EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION**
INDICATOR	**APL3.5.**	**Persisting and problem-solving**
PROGRESS INDICATOR		• Repeats attempts to communicate or repeats actions to get desired action or object (APL3.5d) • Persists in looking to find things that are hidden (APL3.5e) • Uses trial and error to solve problems (e.g., pressing a lever to make a particular toy pop up) (APL3.5f) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	**APL4.**	**BEHAVIORAL SELF-REGULATION**
INDICATOR	**APL4.1.**	**Managing actions and behaviors**

PROGRESS INDICATOR		• Looks to adult for guidance before acting in novel situations (e.g., looks at adults' facial cues) (APL4.1b) **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
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED1.	POSITIVE SELF-CONCEPT
INDICATOR	SED1.1.	Developing self-awareness
PROGRESS INDICATOR		• Recognizes own name (e.g., looks up, smiles, or turns head toward a person who is saying their name) (SED1.1d) • Discovers how movement and gestures can be used to relate to others (e.g., reaches hand out to grab a snack from dad) (SED1.1e) **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
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED1.	POSITIVE SELF-CONCEPT
INDICATOR	SED1.2.	Developing self-confidence
PROGRESS INDICATOR		• Shows likes and dislikes consistent with the family's cultural expectations (e.g., happily eats the curry mashed vegetables and signs "more") (SED1.2b) **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
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED1.	POSITIVE SELF-CONCEPT
INDICATOR	SED1.3.	Becoming autonomous and independent

PROGRESS INDICATOR		• Becomes calm when needs are met (SED1.3c) • Relies on familiar adults for help or assistance (SED1.3d) **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**
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.1.**	**Seeing and naming emotions in self and others**
PROGRESS INDICATOR		• Shows a range of emotions (e.g., shares in wonders, amazement, delight, and disappointment) (SED2.1c) • Begins to have a greater awareness of own emotions (e.g., says or gestures "no" to refuse, babbles or laughs when happy) (SED2.1d) **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**
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.2.**	**Expressing emotions**
PROGRESS INDICATOR		• Begins to spontaneously make emotional gestures and facial expressions that match the situation (e.g., happiness, sadness, anger, fear) (SED2.2b) • Recognizes and expresses emotion toward a familiar person (e.g., shows emotion by hugging a sibling) (SED2.2c) **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**
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.3.**	**Communicating feelings, wants, and needs**

PROGRESS INDICATOR		• Communicates with a wide range of signals as crying diminishes (e.g., smiles, gestures, uses words) (SED2.3b) **Objectives for Development and Learning** • Objective 01 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
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.4.	Regulating emotions
PROGRESS INDICATOR		• Self-soothes more effectively (e.g., sucks thumb, holds favorite toy) (SED2.4c) **Objectives for Development and Learning** • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.5.	Showing care and concern for others
PROGRESS INDICATOR		• Responds to others' emotional expressions, often by sharing an emotional reaction (e.g., looks sad when another child is crying) (SED2.5b) **Objectives for Development and Learning** • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED3.	INTERACTING WITH OTHERS
INDICATOR	SED3.1.	Developing relationships with adults

PROGRESS INDICATOR		• Looks to familiar adults for emotional support and encouragement (SED3.1d) • Reacts or may become distressed when separated from familiar adults (SED3.1e) • Expresses joy and mutual enjoyment in interactions with familiar adults (e.g., giggles during peek-a-boo) (SED3.1f) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.2.**	**Developing relationships with other children**
PROGRESS INDICATOR		• Shows interest in peers who are playing nearby and interacts with them briefly (SED3.2c) • Interacts with a familiar child in simple back-and-forth exchanges (e.g., makes similar sounds) (SED3.2d) **Objectives for Development and Learning** • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.3.**	**Engaging in cooperative play**
PROGRESS INDICATOR		• Begins to engage in solitary play with materials, and observes other people's use of objects (SED3.3d) • Imitates simple actions (e.g., claps hands together, covers eyes with hands) (SED3.3e) • Observes playful actions of familiar adults and imitates them (SED3.3f) **Objectives for Development and Learning** • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.4.**	**Solving social interaction problems**

PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. **No Correlations**
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD1.**	**COMMUNICATION**
INDICATOR	**CLLD1.1.**	**Understanding verbal and nonverbal cues**
PROGRESS INDICATOR		• Follows simple requests paired with gestures (CLLD1.1e) • Begins to respond through sounds or gestures to others' questions (CLLD1.1f) • Makes different sounds to get attention (CLLD1.1g) • Understands and responds to simple commands and gestures (e.g., shared eye gaze/contact; may be influenced by cultural expectations) (CLLD1.1h) • Recognizes common objects when named (e.g., cup) (CLLD1.1i) • Begins to show understanding of approximately 50 words (CLLD1.1j) Objectives for Development and Learning • Objective 08 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD1.**	**COMMUNICATION**
INDICATOR	**CLLD1.2.**	**Using vocabulary and nonverbal cues to communicate**
PROGRESS INDICATOR		• Imitates actions of others as nonverbal communication (CLLD1.2d) • Makes vocal or non-vocal protests/demands (CLLD1.2e) • Vocalizes or gestures (e.g., pointing or using sign language) to communicate or to direct adult attention (CLLD1.2f) • Participates and initiates communication with family members or familiar others by using consistent sounds, gestures, and some words CLLD1.2g) 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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD1.**	**COMMUNICATION**
INDICATOR	**CLLD1.3.**	**Learning and engaging in conversational interactions**

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PROGRESS INDICATOR		• Takes turn in "conversation" or vocal play with adults (CLLD1.3d) • Turns, smiles, and begins to speak when name is spoken (CLLD1.3e) • Begins to follow adult pointing or gaze to establish joint attention (e.g., looks across the room when adult points or gazes) (CLLD1.3f) 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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.1.**	**Paying attention to print as meaningful**
PROGRESS INDICATOR		• Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book or other written material (CLLD2.1b) 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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.2.**	**Understanding ideas, vocabulary, and information in stories and texts**
PROGRESS INDICATOR		• Touches or points to pictures in response to adult's prompt (CLLD2.2b) 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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.3.**	**Learning spoken language is composed of smaller segments of sound**
PROGRESS INDICATOR		• Begins to imitate sounds they hear in their everyday environment (CLLD2.3c) 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

STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.4.	Learning how letters and print work to create words and meaning
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. No Correlations
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD3.	FOUNDATIONS OF WRITING
INDICATOR	CLLD3.1.	Drawing, scribbling, and writing to communicate
PROGRESS INDICATOR		• Makes scribbles or marks on writing materials (CLLD3.1a) • Understands that marks on a page can communicate meaning (CLLD3.1b) • Uses writing instruments to make distinct marks (CLLD3.1c) Objectives for Development and Learning • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.2 Makes scribbles or marks
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD3.	FOUNDATIONS OF WRITING
INDICATOR	CLLD3.2.	Developing writing habits and skills
PROGRESS INDICATOR		• Shows interest in exploring writing by watching others write and experimenting with writing tools (e.g., tries using crayons, markers, etc. to make marks) (CLLD3.2a) Objectives for Development and Learning • Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD3.	FOUNDATIONS OF WRITING
INDICATOR	CLLD3.3.	Handling writing tools

PROGRESS INDICATOR		• Begins to grasp writing tools to make random marks on a paper with limited control over results (CLLD3.3a) • Begins to use a whole hand grip to manipulate the writing tool (CLLD3.3b) **Objectives for Development and Learning** • Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD1.**	**USING SENSES**
INDICATOR	**HPD1.1.**	**Learning through all senses**
PROGRESS INDICATOR		• Understands properties of objects in matching and associates them with each other through play and interaction (e.g., uses a bottle to feed a baby) (HPD1.1e) • Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs (HPD1.1f) • Uses depth perception, scans for obstacles, and plans movement while learning to scoot, crawl, walk or move in another way (HPD1.1g) • Uses touch to learn about different textures in the environment (e.g., touches grass with hands when outside, sticky foods) (HPD1.1h) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD2.**	**GROSS MOTOR**
INDICATOR	**HPD2.1.**	**Developing large muscle control**
PROGRESS INDICATOR		• Moves from crawling to standing to cruising to walking, learning new muscle coordination for each new skill (HPD2.1b) • Manages moving around on different types of surfaces, like carpet and grass (HPD2.1c) • Moves around in their environment by pulling to stand, cruising, and standing alone (HPD2.1d) **Objectives for Development and Learning** • Objective 05 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment • Objective 05 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
STRAND / TOPIC		**Later Infancy (6-14 months)**

STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD2.	GROSS MOTOR
INDICATOR	HPD2.2.	Exploring the environment
PROGRESS INDICATOR		• Uses body position, balance, and movement to explore and examine materials, activities, and to move in environments (e.g., pulling up to stand holding on to couch, cruising around tables) (HPD2.2b) Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** Objective 4.2 Moves to explore immediate environment
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD3.	FINE MOTOR
INDICATOR	HPD3.1.	Using eyes and hands together
PROGRESS INDICATOR		• Performs more complex actions such as transferring objects from one hand to the other and dropping them into a container (HPD3.1c) Objectives for Development and Learning • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD3.	FINE MOTOR
INDICATOR	HPD3.2.	Developing small muscle control
PROGRESS INDICATOR		• Explores properties of objects and materials by using various hand actions, such as picking them up to examine them; enjoys playing with manipulatives and materials of various shapes and textures (HPD3.2c) • Matches grasp to the task such as using an index finger and thumb to pick up pieces of cereal while using the whole hand to bang items together (HPD3.2d) Objectives for Development and Learning • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.1.	Taking care of daily health needs

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PROGRESS INDICATOR		• Cooperates in daily routines, such as opens mouth for spoon or toothbrush, or raises arms for dressing (HPD4.1c) • Uses gestures, sounds, or sign language to communicate need for food, drink, or diaper change (HPD4.1d) • Shows trust in familiar caregivers (e.g., calms down with adult help) (HPD4.1e) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD4.**	**PHYSICAL HEALTH AND SELF-CARE**
INDICATOR	**HPD4.2.**	**Adopting safe behaviors**
PROGRESS INDICATOR		• Seeks physical contact with primary caregivers when faced with new or unfamiliar people or environments (HPD4.2c) • Reacts to simple directions that support safety (e.g., washing hands after diaper changes) (HPD4.2d) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD4.**	**PHYSICAL HEALTH AND SELF-CARE**
INDICATOR	**HPD4.3.**	**Eating with healthy habits**
PROGRESS INDICATOR		• May begin to eat food with fingers, like small pieces of papaya and mango (HPD4.3c) • Shows preference for some foods (HPD4.3d) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD4.**	**PHYSICAL HEALTH AND SELF-CARE**
INDICATOR	**HPD4.4.**	**Developing healthy habits for rest and sleep**

PROGRESS INDICATOR		• Settles down and falls asleep after a familiar sleep routine (e.g., story and song before napping) (HPD4.4c) • Responds to verbal cues like "it's time to take a nap" by snuggling favorite sleep toy; takes several naps during the day (HPD4.4d) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD1.**	**SCIENCE: THE NATURAL AND PHYSICAL WORLD**
INDICATOR	**CD1.1.**	**Paying attention to the natural world**
PROGRESS INDICATOR		• Explores objects and events with all senses briefly (e.g., watch, listen, touch, smell, taste) (CD1.1c) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD1.**	**SCIENCE: THE NATURAL AND PHYSICAL WORLD**
INDICATOR	**CD1.2.**	**Testing questions and ideas**
PROGRESS INDICATOR		• Looks for verbal, facial and gestural cues from adults about whether to continue or stop an activity (CD1.2b) • Enjoys searching for objects within reach but hidden from view (e.g., under a blanket) (CD1.2c) • Uses adult help to explore toys and materials to discover how they work (CD1.2d) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD2.**	**Social Science: People, Community, and Culture**
INDICATOR	**CD2.1.**	**Learning about ways that people interact**

PROGRESS INDICATOR		• Uses expressions, movements, and vocalizations to get attention from adults and older children for play or basic needs (CD2.1b) **Objectives for Development and Learning** • Objective 01 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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD2.	**Social Science: People, Community, and Culture**
INDICATOR	CD2.2.	**Understanding relationships and connections**
PROGRESS INDICATOR		• Shows awareness of strangers and of separation from parents with hesitation and/or distress (CD2.2b) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD2.	**Social Science: People, Community, and Culture**
INDICATOR	CD2.3.	**Learning about differences**
PROGRESS INDICATOR		• Shows awareness of strangers or less familiar people by showing hesitation or distress (CD2.3b) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD3.	**MATHEMATICS**
INDICATOR	CD3.1.	**Comparing numbers, counting, and recognizing quantities**
PROGRESS INDICATOR		• Says, signs, or gestures for "more" to request additional food or items (CD3.1b) **Objectives for Development and Learning** • Objective 20 Uses number concepts and operations b. Quantify Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
STRAND / TOPIC		**Later Infancy (6-14 months)**

STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.2.	**Understanding number relationships and solving problems using operations**
PROGRESS INDICATOR	Note:	**• The developmental progression of this focus area is more explicitly evidenced later in infancy.** **No Correlations**
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD3.	**MATHEMATICS**
INDICATOR	CD3.3.	**Geometric thinking and spatial reasoning**
PROGRESS INDICATOR		**• Shows interest in space and location by looking in mirrors, noticing what is reflected, and looking for it (CD3.3a)** **Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.1 Emerging to 21a.2 Follows simple directions related to position (in, on, under, up, down)**
PROGRESS INDICATOR		**• Explores relationships of things in space by combining objects of different sizes and shapes with containers of different sizes and shapes (CD3.3b)** **Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.1 Emerging to 21b.2 Matches two identical shapes**
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD3.	**MATHEMATICS**
INDICATOR	CD3.4.	**Sorting, classifying, and patterning**
PROGRESS INDICATOR		**• Anticipates the next action in a pattern of clapping or bouncing on a caregiver's knee (CD3.4c)** **Objectives for Development and Learning** **• Objective 23 Demonstrates knowledge of patterns** **Objective 23.2 Shows interest in simple patterns in everyday life**
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD3.	**MATHEMATICS**

INDICATOR	CD3.5.	Describing, comparing, and measuring
PROGRESS INDICATOR		• Examines differences between familiar or unfamiliar people or objects with greater focus (e.g., shaking or squeaking different sound producing toys, such as keys, rattles, and noisemakers) (CD3.5b) **Objectives for Development and Learning** • Objective 22 Compares and measures a. Measures objects Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.1.	Exploring and expressing ideas through movement and dance
PROGRESS INDICATOR		• Stands alone very briefly with adult supporting nearby (CD4.1b) • Takes a step or more while holding on to adult or other supports (CD4.1c) • Responds to music by bouncing (CD4.1d) **Objectives for Development and Learning** • Objective 4 Demonstrates traveling skills Objective 4.3 Emerging to 4.4 Experiments with different ways of moving
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.2.	Learning about and through music
PROGRESS INDICATOR		• Imitates adults sounds including multiple syllables (e.g., "mamama", "dadada") (CD4.2d) • Responds to music by changing expression, moving head or limbs, swaying, nodding, bouncing or clapping (CD4.2e) **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
STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.3.	Building understanding, empathy, and relationship skills through drama and theatre arts

PROGRESS INDICATOR		• Explores materials by using them in different ways such as shaking, banging, throwing (CD4.3c) • Copies simple gestures such as waving goodbye (CD4.3d) **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
STRAND / TOPIC		**Later Infancy (6-14 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD4.	**FINE ARTS**
INDICATOR	CD4.4.	**Using visual arts media to express thoughts and feelings**
PROGRESS INDICATOR		• Watches faces and responds to presence of familiar figures (CD4.4b) • Pays attention to and studies own face in a mirror (CD4.4c) • Participates in a variety of tactile/sensory experiences such as feeling different fabrics and textures or playing with water under close adult supervision (CD4.4d) • Shows interest in certain images or objects by vocalizing or reaching (CD4.4e) **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

Ages: 12-24 months

STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	APL1.	**CURIOSITY AND INITIATIVE**
INDICATOR	APL1.1.	**Being curious learners**
PROGRESS INDICATOR		• Participates in new experiences, begins to ask questions, and experiments with new materials (APL1.1d) **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen

STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.2.	Taking initiative
PROGRESS INDICATOR		• Initiates activities of interest and tries to get others involved (APL1.2j) • Uses toys to make things happen (e.g., pushes a button on a toy to create a sound) (APL1.2k) **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**
STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL2.	CREATIVITY AND IMAGINATION
INDICATOR	APL2.1.	Showing creativity and imagination
PROGRESS INDICATOR		• Uses realistic objects in pretend play (e.g., pretends to fit toy keys into a door lock) (APL2.1e) • Plays with stuffed animals as though they were real (APL2.1f) • Shows imagination by using objects to stand-in for other objects (e.g., uses a block to represent a phone or a car) (APL2.1g) • Reenacts familiar events using props (e.g., pats a doll on the back, says, "night, night" and puts it in the toy bed) (APL2.1h) **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**
STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.1.	Focusing and paying attention
PROGRESS INDICATOR		• Participates in activities with people and materials that require attention like listening to simple stories as they are read (APL3.1f) **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**
STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)

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INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.2.	Building working memory
PROGRESS INDICATOR		• Points to and names parents, siblings, body parts, and familiar objects (APL3.2e) • Sings some of the words to a favorite song (APL3.2f) • Follows simple 1-step verbal directions like "put your spare clothes in your cubby" (APL3.2g) **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
STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.3.	Thinking flexibly and adapting
PROGRESS INDICATOR		• Tries a variety of approaches to get what is wanted (APL3.3f) • Modifies actions or behavior in social situations, daily routines, to problem solve (APL3.3g) **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
STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.4.	Inhibiting responses
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. **No Correlations**
STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.5.	Persisting and problem-solving

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PROGRESS INDICATOR		• Shows increasing ability to stay engaged and complete task (e.g., putting all shapes in a shape sorter) (APL3.5g) • Repeats preferred activities and gestures, signs, or asks for "more" (APL3.5h) • Turns puzzle pieces different ways to complete a puzzle (APL3.5i) • Begins to use different strategies to solve a problem when one approach does not work (APL3.5j) • Uses language to request help (APL3.5k) **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	**APL4.**	**BEHAVIORAL SELF-REGULATION**
INDICATOR	**APL4.1.**	**Managing actions and behaviors**
PROGRESS INDICATOR		• Follows simple routines established by adults (e.g., eating, napping, playing) (APL4.1c) • Follows simple instructions from adult (e.g., puts toy in a specified location) (APL4.1d) **Objectives for Development and Learning** • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective **1b.4 Accepts redirection from adults**
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED1.**	**POSITIVE SELF-CONCEPT**
INDICATOR	**SED1.1.**	**Developing self-awareness**
PROGRESS INDICATOR		• Shows awareness of one's own thoughts, feelings, and preferences (e.g., child hits peer, then says, "I'm mad") (SED1.1f) • Uses own first name (SED1.1g) **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**
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED1.**	**POSITIVE SELF-CONCEPT**
INDICATOR	**SED1.2.**	**Developing self-confidence**

PROGRESS INDICATOR		• Shows awareness of being seen by others such as repeating an action when someone is watching (SED1.2c) • Begins to recognize own abilities; is aware of self and own preferences (SED1.2d) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED1.**	**POSITIVE SELF-CONCEPT**
INDICATOR	**SED1.3.**	**Becoming autonomous and independent**
PROGRESS INDICATOR		• Shows anxiety upon separation from primary caregiver and/or familiar adults (SED1.3e) • Asks for help from familiar adults but may attempt to complete parts of tasks independently (SED1.3f) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.1.**	**Seeing and naming emotions in self and others**
PROGRESS INDICATOR		• Imitates emotions of others (e.g., pats a child or adult when upset) (SED2.1e) • Recognizes and labels own feelings with adult support (SED2.1f) **Objectives for Development and Learning** • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.2.**	**Expressing emotions**

PROGRESS INDICATOR		• Uses gestures and symbolic actions to demonstrate feelings and needs (e.g., lays head on caregiver's lap when tired) (SED2.2d) • Names some emotions, (e.g., "me sad") (SED2.2e) • Uses movement or facial expressions to show an emotion (e.g., jumps up and down or shows wider smiles when excited, stomps feet when upset, shows bigger eyes when surprised) (SED2.2f) **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**
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.3.**	**Communicating feelings, wants, and needs**
PROGRESS INDICATOR		• Uses verbal and nonverbal communication to signal the need for their caregiver (e.g., calls by name, crawls into a familiar adult's lap) (SED2.3c) **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**
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.4.**	**Regulating emotions**
PROGRESS INDICATOR		• Uses caregiver's facial cues, voice tones, or other body language to assist in novel and uncertain situations (e.g., hides behind parent until encouraged to interact with an unfamiliar person) (SED2.4d) • Expresses strong feelings without regulation (SED2.4e) **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**
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.5.**	**Showing care and concern for others**

PROGRESS INDICATOR		• Tries to comfort another child or an adult who is upset (e.g., brings a comfort object, pats the person on the back) (SED2.5c) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.1.**	**Developing relationships with adults**
PROGRESS INDICATOR		• Continues to need the security of a trusted adult; asks for help, if needed, in verbal and non-verbal ways (e.g., returns to familiar adult when at the playground) (SED3.1g) • Uses different words or signs to refer to self and others (e.g., joyously shouts "titi!" when sees aunt) (SED3.1h) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.2.**	**Developing relationships with other children**
PROGRESS INDICATOR		• Participates in simple back-and-forth interactions with another child (SED3.2e) • Interacts with a few children on a regular basis, knows some of their names, knows their likes or dislikes (SED3.2f) • Interacts with a few children on similar activities (e.g., runs after a child or plays next to other children) (SED3.2g) • Enjoys playful interactions and social exchange games (SED3.2h) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.3.**	**Engaging in cooperative play**

PROGRESS INDICATOR		• Engages in solitary play, watching other children nearby while continuing to play alone (e.g., putting a puzzle together or stacking blocks) (SED3.3g) • Pretends to talk on toy phone with familiar adult (SED3.3h) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.4.**	**Solving social interaction problems**
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. **No Correlations**
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD1.**	**COMMUNICATION**
INDICATOR	**CLLD1.1.**	**Understanding verbal and nonverbal cues**
PROGRESS INDICATOR		• Uses sounds or nonverbal cues to respond to oral reading (CLLD1.1k) • Responds to simple requests (CLLD1.1l) • Identifies familiar people, animals, and objects (CLLD1.1m) • Begins to understand nouns (CLLD1.1n) • Begins to understand action words (e.g., hop, jump, press, go, stop) (CLLD1.1o) • Completes a task in response to a request (e.g., pick up your cup, go find your coat) (CLLD1.1p) • Identifies familiar people, animals, and objects (using gestures, words, or sounds) (CLLD1.1q) • Begins to recognize some body parts (CLLD1.1r) • Understands and responds to some pronouns (mine, you, me) (CLLD1.1s) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD1.**	**COMMUNICATION**
INDICATOR	**CLLD1.2.**	**Using vocabulary and nonverbal cues to communicate**

PROGRESS INDICATOR		• Repeats words heard in conversations (CLLD1.2h) • Makes simple one-word requests such as saying or signing "milk' or "leche" when asking for a drink) (CLLD1.2i) • Uses vocabulary for familiar items and events (e.g., hat, ball) (CLLD1.2j) • Begins to combine words, verbally or through signing (e.g., making requests through two- and multi-word use/utterances such as "eat- or comer-'nana'/banana" CLLD1.2k) **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
STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.3.	Learning and engaging in conversational interactions
PROGRESS INDICATOR		• Responds with facial expressions, vocalizations, and/or gestures to engage in conversation with others (CLLD1.3g) **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
STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.1.	Paying attention to print as meaningful
PROGRESS INDICATOR		• Recognizes and engages with print and pictures, or braille in their environment (e.g., points to words and images; touches with fingers) (CLLD2.1c) • Demonstrates interest in written forms of language, such as print in books or signs on building (CLLD2.1d) • Distinguishes print from pictures (CLLD2.1e) **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
STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.2.	Understanding ideas, vocabulary, and information in stories and texts

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PROGRESS INDICATOR		• Begins to show specific interest in being read to (e.g., brings a book to an adult or points to pictures in the environment or a book) CLLD2.2c) • Engages in familiar stories verbally (e.g., fills in a word when the reader pauses) or with motions (e.g., imitates actions with an adult) (CLLD2.2d) • Listens to explanations of words or repeats words adults explain or emphasize (CLLD2.2e) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.3.**	**Learning spoken language is composed of smaller segments of sound**
PROGRESS INDICATOR		• Orally repeats a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs or directions/requests from adults or peers (CLLD2.3d) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.4.**	**Learning how letters and print work to create words and meaning**
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. **No Correlations**
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD3.**	**FOUNDATIONS OF WRITING**
INDICATOR	**CLLD3.1.**	**Drawing, scribbling, and writing to communicate**

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PROGRESS INDICATOR		• Begins to use controlled marks like swoops, circles, and waves to represent their ideas (CLLD3.1d) • Writes in a linear fashion and connects marks with repetitive up/down or looping motions (CLLD3.1e) • Begins to use scribbles or intentional marks to represent objects (CLLD3.1f) • Attempts to "read" their writing or drawing to others, including their name (CLLD3.1g) **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	CLLD3.	**FOUNDATIONS OF WRITING**
INDICATOR	CLLD3.2.	**Developing writing habits and skills**
PROGRESS INDICATOR		• Begins to share drawings/writing and explains the meaning of the illustrations/text (e.g., says circle is a ball) (CLLD3.2b) **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	CLLD3.	**FOUNDATIONS OF WRITING**
INDICATOR	CLLD3.3.	**Handling writing tools**
PROGRESS INDICATOR		• Uses the whole arm to control and direct the scribbles, marks, drawing, and writing intentions (CLLD3.3c) **Objectives for Development and Learning** • 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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	HPD1.	**USING SENSES**
INDICATOR	HPD1.1.	**Learning through all senses**

PROGRESS INDICATOR		• Demonstrates sensory preferences (e.g., chooses clothes of a particular color or enjoys putting their feet in sand or grass) (HPD1.1i) • Combines information from the senses to inform the way they interact with the environment and acquire information (e.g., touches a variety of objects during walk) (HPD1.1j) **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
STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD2.	GROSS MOTOR
INDICATOR	HPD2.1.	Developing large muscle control
PROGRESS INDICATOR		• Moves through the world with more independence (HPD2.1e) • Develops strength, balance, and coordination by repeating movements (e.g., walks up and down stairs while holding on, climbs onto furniture, and begins to run) (HPD2.1f) **Objectives for Development and Learning** • Objective 04 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD2.	GROSS MOTOR
INDICATOR	HPD2.2.	Exploring the environment
PROGRESS INDICATOR		• Shows enjoyment of active play and engages in regular and sustained movement (e.g., pushes toys around, goes up and down slide over and over, dumps items out of containers) (HPD2.2c) **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
STRAND / TOPIC		Early Toddler (12-24 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD3.	FINE MOTOR
INDICATOR	HPD3.1.	Using eyes and hands together

PROGRESS INDICATOR		• Plays with objects such as putting together and taking apart toys (HPD3.1d) • Uses simple tools (e.g., spoon, play hammer, crayon) (HPD3.1e) **Objectives for Development and Learning** • Objective 07 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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD3.**	**FINE MOTOR**
INDICATOR	**HPD3.2.**	**Developing small muscle control**
PROGRESS INDICATOR		• Uses hands and fingers to build a tall block tower, turns single book pages, twists toy nuts and bolts, uses one hand to hold and drink from a cup (HPD3.2e) • Extends reach by using simple tools such as a stick or rake to pull a distant object closer (HPD3.2f) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD4.**	**PHYSICAL HEALTH AND SELF-CARE**
INDICATOR	**HPD4.1.**	**Taking care of daily health needs**
PROGRESS INDICATOR		• Cooperates and helps with care routines (e.g., dental care, hand-washing) (HPD4.1f) • Uses gestures, words, or sign language to communicate what they need (HPD4.1g) • Soothes themselves when needed (e.g., looks at book before nap) (HPD4.1h) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD4.**	**PHYSICAL HEALTH AND SELF-CARE**
INDICATOR	**HPD4.2.**	**Adopting safe behaviors**

PROGRESS INDICATOR		• Cooperates with safety instructions and warnings (e.g., holding a caregiver's hand) (HPD4.2e) • Watches for adult reactions to unfamiliar people or situations (HPD4.2f) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD4.**	**PHYSICAL HEALTH AND SELF-CARE**
INDICATOR	**HPD4.3.**	**Eating with healthy habits**
PROGRESS INDICATOR		• Shows interest in new foods that are offered (HPD4.3e) • Begins to distinguish between food and non-food items (HPD4.3f) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD4.**	**PHYSICAL HEALTH AND SELF-CARE**
INDICATOR	**HPD4.4.**	**Developing healthy habits for rest and sleep**
PROGRESS INDICATOR		• Sleeps more consistently and shows alertness when awake (HPD4.4e) • Cooperates with sleep routines (HPD4.4f) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD1.**	**SCIENCE: THE NATURAL AND PHYSICAL WORLD**
INDICATOR	**CD1.1.**	**Paying attention to the natural world**

PROGRESS INDICATOR		• Shows more focus and spends more time when observing or exploring (CD1.1d) • Handles toys and materials in different ways (e.g., filling, dumping, etc.) (CD1.1e) **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD1.**	**SCIENCE: THE NATURAL AND PHYSICAL WORLD**
INDICATOR	**CD1.2.**	**Testing questions and ideas**
PROGRESS INDICATOR		• Continues to play or explore in spite of distracting sounds or objects (CD1.2e) • Shows more independence and uses "trial and error" when exploring toys and materials (CD1.2f) **Objectives for Development and Learning** • 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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD2.**	**Social Science: People, Community, and Culture**
INDICATOR	**CD2.1.**	**Learning about ways that people interact**
PROGRESS INDICATOR		• Imitates sounds, gestures, and actions observed in daily interactions and routines (CD2.1c) • Shows preference for a familiar adult over others (CD2.1d) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD2.**	**Social Science: People, Community, and Culture**
INDICATOR	**CD2.2.**	**Understanding relationships and connections**

PROGRESS INDICATOR		• Pays attention to children nearby by watching and possibly imitating their play (CD2.2c) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD2.	**Social Science: People, Community, and Culture**
INDICATOR	CD2.3.	**Learning about differences**
PROGRESS INDICATOR		• Imitates other children's behavior (CD2.3c) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD3.	**MATHEMATICS**
INDICATOR	CD3.1.	**Comparing numbers, counting, and recognizing quantities**
PROGRESS INDICATOR		• Sings number words in chants or songs (CD3.1c) • Can name and sing/chant some numbers with no sequence (CD3.1d) **Objectives for Development and Learning** • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD3.	**MATHEMATICS**
INDICATOR	CD3.2.	**Understanding number relationships and solving problems using operations**
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. **No Correlations**
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD3.	**MATHEMATICS**
INDICATOR	CD3.3.	**Geometric thinking and spatial reasoning**

PROGRESS INDICATOR		• Matches simple shapes in a sorting box or puzzle (CD3.3c) • Places one block or an alternative item on another and says or signs "on" (CD3.3d) • Plays with blocks, found materials (e.g., stones or sticks), or other items by placing them side by side (CD3.3e) • Uses blocks or found materials to represent a simple construction such as a road or a room (CD3.3f) **Objectives for Development and Learning** • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD3.**	**MATHEMATICS**
INDICATOR	**CD3.4.**	**Sorting, classifying, and patterning**
PROGRESS INDICATOR		• Sorts and classifies objects according to one attribute or feature (e.g., sorts socks by color, sorts twigs from leaves) (CD3.4d) • Imitates patterns in movement (e.g., clapping patterns) (CD3.4e) • Imitates adult's words in naming a pattern (e.g., blue - red - blue - red) (CD3.4f) **Objectives for Development and Learning** • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD3.**	**MATHEMATICS**
INDICATOR	**CD3.5.**	**Describing, comparing, and measuring**
PROGRESS INDICATOR		• With adult support, begins to match objects by similar or related attributes/characteristics (e.g. explores matching shapes using a shape sorting box) (CD3.5c) **Objectives for Development and Learning** • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD4.**	**FINE ARTS**
INDICATOR	**CD4.1.**	**Exploring and expressing ideas through movement and dance**

PROGRESS INDICATOR		• Keeps a steady beat by tapping on legs or shaking or tapping a simple instrument while seated on the floor (CD4.1e) • With adult help, practices moving through space and exploring different movements such as jumping, walking, bouncing, and turning (CD4.1f) **Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD4.**	**FINE ARTS**
INDICATOR	**CD4.2.**	**Learning about and through music**
PROGRESS INDICATOR		• Directs attention to the source of sound and shows interest or pleasure when provided music (CD4.2f) • Imitates a steady beat with body parts or simple "instruments" (e.g., hitting a metal bowl with a spoon, drumming on a table top) (CD4.2g) **Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD4.**	**FINE ARTS**
INDICATOR	**CD4.3.**	**Building understanding, empathy, and relationship skills through drama and theatre arts**
PROGRESS INDICATOR		• Recognizes and demonstrates actual uses of objects (e.g., combing hair with comb) (CD4.3e) • Interacts with an adult in role play (e.g., acting out the characters and story in a familiar book) (CD4.3f) **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
STRAND / TOPIC		**Early Toddler (12-24 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD4.**	**FINE ARTS**
INDICATOR	**CD4.4.**	**Using visual arts media to express thoughts and feelings**

PROGRESS INDICATOR		• Begins to use materials (e.g., crayons, chalk) to leave marks on paper (CD4.4f) • Begins to make controlled marks and drawings on paper (CD4.4g) **Objectives for Development and Learning** • 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

Ages: 22-36 months

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.1.	Being curious learners
PROGRESS INDICATOR		• Asks questions about materials and how they are used (APL1.1e) • Shows interest and awareness in changes in the environment (APL1.1f) **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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.2.	Taking initiative
PROGRESS INDICATOR		• Tries out different ways of using new materials (APL1.2l) **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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL2.	CREATIVITY AND IMAGINATION

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INDICATOR	APL2.1.	Showing creativity and imagination
PROGRESS INDICATOR		• Creates three dimensional structures using blocks and found materials (e.g., stones or sticks) (APL2.1i) • Incorporates props while talking about actions (e.g., takes play dough to the housekeeping area to fill muffin tins before putting them in the play oven) (APL2.1j) • Creates new words or rhymes (APL2.1k) Objectives for Development and Learning • 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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.1.	Focusing and paying attention
PROGRESS INDICATOR		• Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle) (APL3.1g) • Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes) (APL3.1h) Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.2.	Building working memory
PROGRESS INDICATOR		• Practices remembering by recounting a story or verbally describing a picture no longer in view (APL3.2h) • Remembers where materials are kept in familiar environments (e.g., can retrieve spare clothes from cubby) (APL3.2i) 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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

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INDICATOR	APL3.3.	Thinking flexibly and adapting
PROGRESS INDICATOR		• Adjusts to changes in routines when informed in advance (APL3.3h) • Identifies signals for changes between activities (APL.3.3i) • Makes transitions that are part of a daily schedule (APL3.3j) 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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.4.	Inhibiting responses
PROGRESS INDICATOR		• Begins to take turns and waits in line for short periods of time with adult support (APL3.4a) 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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.5.	Persisting and problem-solving
PROGRESS INDICATOR		• Practices a skill or activity many times, even with difficulty (e.g., building a taller block tower or balancing on a log or balance beam) (APL3.5l) • Alters approach to tasks when initial approach does not work (e.g., tries different techniques when assembling a shape puzzle) (APL3.5m) • Responds to adult's verbal encouragement to try a new object or experience or try again after an unsuccessful attempt at an activity (APL3.5n) Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL4.	BEHAVIORAL SELF-REGULATION
INDICATOR	APL4.1.	Managing actions and behaviors

PROGRESS INDICATOR		• Participates in simple routines with adult support (e.g., hand washing before eating, clean up after eating) (APL4.1e) • Becomes familiar with basic safety rules (e.g., hold an adult's hand when crossing the street) (APL4.1f) **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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED1.**	**POSITIVE SELF-CONCEPT**
INDICATOR	**SED1.1.**	**Developing self-awareness**
PROGRESS INDICATOR		• Shows awareness of being part of a family and a larger community (e.g., identifies siblings in family photo) (SED1.1h) • Describes own physical characteristics and behaviors (SED1.1i) • Indicates likes and dislikes when asked (SED1.1j) **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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED1.**	**POSITIVE SELF-CONCEPT**
INDICATOR	**SED1.2.**	**Developing self-confidence**
PROGRESS INDICATOR		• Performs the tasks requested of them and may initiate tasks on their own (SED1.2e) • Expresses likes and dislikes, including favorite foods, colors, or activities (SED1.2f) • Demonstrates new skills and abilities to others (SED1.2g) **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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED1.**	**POSITIVE SELF-CONCEPT**
INDICATOR	**SED1.3.**	**Becoming autonomous and independent**

PROGRESS INDICATOR		• Shows signs of security and trust when separated from familiar adults (SED1.3g) • Asks for help from familiar adults, but may push away and refuse help (SED1.3h) • Knows and states independent thoughts (e.g., "I do it myself.") (SED1.3i) **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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.1.**	**Seeing and naming emotions in self and others**
PROGRESS INDICATOR		• Recognizes emotions of others (e.g., "mama sad," "papa happy") (SED2.1g) **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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.2.**	**Expressing emotions**
PROGRESS INDICATOR		• Demonstrates an emotional response to a situation (e.g., throws toy because told to clean up; smiles and cheers when it is time to go outside) (SED2.2g) • Begins to express complex emotions such as pride, gratitude, embarrassment, shame, and guilt (SED2.2h) **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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.3.**	**Communicating feelings, wants, and needs**

PROGRESS INDICATOR		• Communicates wants and needs verbally or through alternative communication (e.g., "pick me up" or raises up arms) (SED2.3d) **Objectives for Development and Learning** • Objective 01 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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.4.**	**Regulating emotions**
PROGRESS INDICATOR		• Engages in pretend play to manage uncertainty and fear (e.g., comforts stuffed animal and puts on Band-Aid after a "fall" or "cut") (SED2.4f) • Uses some self-comfort strategies (SED2.4g) • Accepts adult suggestions for managing feelings by themselves (SED2.4h) • Seeks caregiver support when feeling overwhelmed by emotion; may reject support (SED2.4i) **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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.5.**	**Showing care and concern for others**
PROGRESS INDICATOR		• Expresses empathy toward other children who are crying by showing concerned attention; tries to comfort them with words or actions (SED2.5d) • Expresses empathy toward adults who are sad by comforting them with words or actions (SED2.5e) **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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.1.**	**Developing relationships with adults**

PROGRESS INDICATOR		• Imitates and attempts to please familiar adults (e.g., puts plates on table before lunch) (SED3.1i) • Engages in positive interactions in a wide variety of situations with familiar adults (SED3.1j) • Looks to or seeks familiar adults for comfort when distressed or tired (SED3.1k) **Objectives for Development and Learning** • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.2.**	**Developing relationships with other children**
PROGRESS INDICATOR		• Plays alongside peers and engages in simple turn-taking (e.g., takes turns on the slide at the playground) (SED3.2i) • Interacts with a few children on shared activities and understands simple social interaction rules (e.g., "your turn" or "my turn") (SED3.2j) • Responds to others' questions in social interactions with words or actions (SED 3.2k) • Begins to initiate interactions with other children in shared play activities (SED3.2l) **Objectives for Development and Learning** • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.3.**	**Engaging in cooperative play**
PROGRESS INDICATOR		• Engages in parallel play, playing near or beside other children using similar materials (e.g. playing in the sand box using shared objects) (SED3.3i) • Plays simple games (e.g., Simon Says/Follow the Leader, Hide and Seek or the Hokey Pokey) led by familiar adults (SED3.3j) **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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.4.**	**Solving social interaction problems**

PROGRESS INDICATOR		• Begins to solve social problems when facilitated by an adult (SED3.4a) **Objectives for Development and Learning** • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.1.	**Understanding verbal and nonverbal cues**
PROGRESS INDICATOR		• Listens to and attends to spoken language and read-aloud texts (CLLD1.1t) • Follows simple and short directions for routine practices (CLLD1.1u) • Understands and responds to several hundred words or more (CLLD1.1v) • Understands and responds to basic attribute word differences such as personal (I/me/ you/it) and possessive (my and mine) pronouns (CLLD1.1w) **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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.2.	**Using vocabulary and nonverbal cues to communicate**
PROGRESS INDICATOR		• Asks short questions and requests clarifications (CLLD1.2l) • Speaks in or signs short sentences and some expanded sentences and is understood by familiar peers or adults most of the time (CLLD1.2m) • Begins to use more diverse types of words, such as color and quantity words (all, some, more, and including numbers) (CLLD1.2n) **Objectives for Development and Learning** • 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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.3.	**Learning and engaging in conversational interactions**

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PROGRESS INDICATOR		• Uses simple verbal responses and nonverbal gestures (CLLD1.3h) • Uses words, gestures, signs, and phrases to converse with others (CLLD1.3i) • Begins to ask and respond to questions (CLLD1.3j) **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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.1.**	**Paying attention to print as meaningful**
PROGRESS INDICATOR		• Attributes meaning to some symbols, such as a familiar logo or design (CLLD2.1f) • Identifies common words in the environment (e.g., name, exit, stop) (CLLD2.1g) • Points to and names some letters or characters in their names when seen in other words (CLLD2.1h) **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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.2.**	**Understanding ideas, vocabulary, and information in stories and texts**
PROGRESS INDICATOR		• Identifies the feelings of characters in a book or story (CLLD2.2f) • Asks to be read to or asks the meaning of written text (CLLD2.2g) • Makes connections to the story through talking about characters and events (CLLD2.2h) • Expresses empathy for characters and problems in text and stories with adult guidance and support (CLLD2.2i) • Repeats words heard during story reading (CLLD2.2j) **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.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**

INDICATOR	CLLD2.3.	Learning spoken language is composed of smaller segments of sound
PROGRESS INDICATOR		• Orally produces or reproduces simple culturally and linguistically familiar rhymes or sings favorite songs (CLLD2.3e) • Imitates most sounds of language using familiar words (CLLD2.3f) 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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.4.	Learning how letters and print work to create words and meaning
PROGRESS INDICATOR		• Begins to recognize a few upper or lower case letters (if taught) (CLLD2.4a) Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD3.	FOUNDATIONS OF WRITING
INDICATOR	CLLD3.1.	Drawing, scribbling, and writing to communicate
PROGRESS INDICATOR		• Begins to use distinct letter-like symbols and letter formations with curves, lines, circles, and dots to represent words, ideas, phrases, sentences, and stories or events with or without drawing (CLLD3.1h) • Begins to draw/write for a variety of audiences (e.g., family members and teachers) (CLLD3.1i) • Begins to draw/write for a variety of purposes (e.g., grocery lists, invitations, birthday cards) (CLLD3.1j) 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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD3.	FOUNDATIONS OF WRITING
INDICATOR	CLLD3.2.	Developing writing habits and skills

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PROGRESS INDICATOR		• Shares writing with others as a way to represent their understandings and ideas (CLLD3.2c) **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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD3.**	**FOUNDATIONS OF WRITING**
INDICATOR	**CLLD3.3.**	**Handling writing tools**
PROGRESS INDICATOR		• Attempts to use their fingertips to grip writing tools, finger grip may be loose or too tight and finger positioning may be too high or too close to the tip (CLLD3.3d) **Objectives for Development and Learning** • 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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD1.**	**USING SENSES**
INDICATOR	**HPD1.1.**	**Learning through all senses**
PROGRESS INDICATOR		• Uses the information received from their senses to guide interactions with the environment (e.g., notices that adults put on coats before going outside and then goes to get their own coat) (HPD1.1k) • Shows understanding of body size, such as doll clothes will not fit on a child's body or a child's body will not fit on doll furniture (HPD1.1l) • Shows increased balance and coordination in play activities and daily routines, such as playing a game or singing a song with hand motions (HPD1.1m) **Objectives for Development and Learning** • Objective 04 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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD2.**	**GROSS MOTOR**
INDICATOR	**HPD2.1.**	**Developing large muscle control**

PROGRESS INDICATOR		• Gains control of a variety of movements including running and jumping with increasing independence (HPD2.1g) • Uses familiar objects that encourage large motor movements (e.g., riding toys, crawl tubes, slides) (HPD2.1h) • Performs actions smoothly with balance, strength, and coordination (e.g., dances, bends over to pick up a toy, reaches up high on a shelf, walks up and down steps) (HPD2.1i) **Objectives for Development and Learning** • Objective 04 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**
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD2.**	**GROSS MOTOR**
INDICATOR	**HPD2.2.**	**Exploring the environment**
PROGRESS INDICATOR		• Uses a variety of increasingly complex movements and body positions to participate in active and quiet indoor and outdoor play (HPD2.2d) **Objectives for Development and Learning** • Objective 04 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD3.**	**FINE MOTOR**
INDICATOR	**HPD3.1.**	**Using eyes and hands together**
PROGRESS INDICATOR		• Uses tools that require finger and hand control (e.g., painting with a large paintbrush, holding eating utensils, buttoning clothes) (HPD3.1f) **Objectives for Development and Learning** • Objective **7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD3.**	**FINE MOTOR**
INDICATOR	**HPD3.2.**	**Developing small muscle control**

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PROGRESS INDICATOR		• Plans ways to use hands for various activities, such as stacking, building, connecting, drawing (HPD3.2g) • Adjusts grasp to use different tools for different purposes, such as a spoon and marker (HPD3.2h) Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD4.**	**PHYSICAL HEALTH AND SELF-CARE**
INDICATOR	**HPD4.1.**	**Taking care of daily health needs**
PROGRESS INDICATOR		• Takes care of personal self-care needs like hand-washing with some adult assistance (HPD4.1i) • Uses words or sign language to ask for what they need (e.g., food when hungry, drink when thirsty) (HPD4.1j) • Begins to use different strategies to calm themselves when needed (e.g., seeks out a quiet space) (HPD4.1k) Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	**HPD4.**	**PHYSICAL HEALTH AND SELF-CARE**
INDICATOR	**HPD4.2.**	**Adopting safe behaviors**
PROGRESS INDICATOR		• Accepts adult guidance, support, and protection when encountering unsafe situations (HPD4.2g) • Learns some differences between safe and unsafe play behaviors (e.g., not standing on chairs or tables) (HPD4.2h) • Pays attention to simple safety instructions (HPD4.2i) 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
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**

INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.3.	Eating with healthy habits
PROGRESS INDICATOR		• Eats a variety of nutritious foods and recognizes healthy foods (HPD4.3g) **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
PROGRESS INDICATOR		• Prepares nutritious snacks with adult assistance by stirring and using measuring cups (HPD4.3h) **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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.4.	Developing healthy habits for rest and sleep
PROGRESS INDICATOR		• Sleeps well, wakes up rested and ready for daily activities (HPD4.4g) • Participates in sleep routines with guidance (HPD4.4h) • Indicates they are tired by saying, "I'm sleepy." (HPD4.4i) **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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD1.	SCIENCE: THE NATURAL AND PHYSICAL WORLD
INDICATOR	CD1.1.	Paying attention to the natural world
PROGRESS INDICATOR		• Observes and describes items and events in the natural world using words, signs, or gestures (CD1.1f) • Observes and describes natural phenomena using the tools of the arts (e.g., expressions, sounds, movements, drawing) (CD1.1g) **Objectives for Development and Learning** • Objective 25 Demonstrates knowledge of the characteristics of living things
STRAND / TOPIC		Later Toddler (22-36 months)

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STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD1.	SCIENCE: THE NATURAL AND PHYSICAL WORLD
INDICATOR	CD1.2.	Testing questions and ideas
PROGRESS INDICATOR		• Notices differences among materials such as sand and water (CD1.2g) • Follows adult's model to use simple tools to manipulate and explore objects (CD1.2h) • Reacts to and comments on changes when mixing or manipulating materials (CD1.2i) **Objectives for Development and Learning** • Objective 24 Uses scientific inquiry skills
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.1.	Learning about ways that people interact
PROGRESS INDICATOR		• Uses props and dramatic play to play out roles (e.g., mother, teacher, baby) and play out relationships and routines such as feeding, shopping, or story time (CD2.1e) • Makes comments, signs, or gestures about family members and friends, including where they are and what they do (CD2.1f) • Helps with daily routines at home or in the classroom (CD2.1g) **Objectives for Development and Learning** • Objective 36 Explores drama through actions and language
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.2.	Understanding relationships and connections
PROGRESS INDICATOR		• Communicates about self and others in terms of physical characteristics (e.g., big/little, curly hair/straight hair) (CD2.2d) **Objectives for Development and Learning** • Objective 29 Demonstrates knowledge about self
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.3.	Learning about differences
PROGRESS INDICATOR		• Uses words to describe their own physical features (e.g., size, gender, assistive devices, etc.) and those of peers and adults (CD2.3d) **Objectives for Development and Learning** • Objective 29 Demonstrates knowledge about self

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STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.1.	Comparing numbers, counting, and recognizing quantities

PROGRESS INDICATOR		• Notices or points to the presence of numbers (as distinct from letters) in the environment such as in books or on buildings or signs (CD3.1e)
		• Compares quantities of items and indicates "same" or "more" (CD3.1f)
		• Begins to match numerals to the correct quantity (amount) (CD3.1g)
		• Uses number words for counting, though not necessarily in order (CD3.1h)
		• Imitates an adult who is counting along with actions such as clapping (CD3.1i)
		
		Objectives for Development and Learning
		  • Objective 20 Uses number concepts and operations a. Counts
		Objective 20a.2 Verbally counts (not always in the correct order)
		  • Objective 20 Uses number concepts and operations b. Quantifies
		Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
		  • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities
		Objective 20c.2 Recognizes and names a few numerals

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.2.	Understanding number relationships and solving problems using operations
PROGRESS INDICATOR	Note:	• The developmental progression of this focus area is more explicitly evidenced later in infancy. No Correlations
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.3.	Geometric thinking and spatial reasoning

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PROGRESS INDICATOR		• Imitates adult in calling simple shapes (e.g., circle, square, triangle) by name (CD3.3g) • Sorts items or pictures by shape (CD3.3h) • Recognizes certain shapes (circle or square) in the classroom, home, or neighborhood (CD3.3i) • Responds to and uses words describing a place in space such as "next to", "inside of", "under" (CD3.3j) • Stacks 4 or more blocks or items vertically (CD3.3k) **Objectives for Development and Learning** • **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)** • **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)**
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD3.**	**MATHEMATICS**
INDICATOR	**CD3.4.**	**Sorting, classifying, and patterning**
PROGRESS INDICATOR		• Imitates an adult in naming the elements of a pattern and then predicts the next item in the chain (CD3.4g) • Predicts the next word or phrase in a familiar story (CD3.4h) • Recognizes and follows simple patterns in stories or books such as I Know an Old Lady Who Swallowed a Fly or The Very Hungry Caterpillar (CD3.4i) **Objectives for Development and Learning** • **Objective 23 Demonstrates knowledge of patterns** **Objective 23.2 Shows interest in simple patterns in everyday life**
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD3.**	**MATHEMATICS**
INDICATOR	**CD3.5.**	**Describing, comparing, and measuring**
PROGRESS INDICATOR		• With adult support, sorts objects into two groups based on a single attribute/characteristic (e.g. grouping blocks separately from toy animals or putting red blocks and blue blocks in different piles) (CD3.5d) **Objectives for Development and Learning** • **Objective 13 Uses classification skills** **Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape**
STRAND / TOPIC		**Later Toddler (22-36 months)**

STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.1.	**Exploring and expressing ideas through movement and dance**
PROGRESS INDICATOR		• **Follows adult's guidance for recognizing personal space (CD4.1g)** • **Adjusts movements to match the music or beat when adult introduces varied types of music to invite kinds and rates of movement (CD4.1h)** • **Repeats short rhythm patterns (CD4.1i)** **Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.2.	**Learning about and through music**
PROGRESS INDICATOR		• **Asks with words, signs, or gestures to hear music again (CD4.2h)** • **Participates in group musical experiences (CD4.2i)** • **Echoes short phrases as sung by an adult (CD4.2j)** • **Changes the tempo of a beat between fast and slow (CD4.2k)** • **Repeats short rhythm patterns (CD4.2l)** • **Responds to and follows changes in tempo (CD4.2m)** **Objectives for Development and Learning** • **Objective 34 Explores musical concepts and expression**
STRAND / TOPIC		**Later Toddler (22-36 months)**
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.3.	**Building understanding, empathy, and relationship skills through drama and theatre arts**
PROGRESS INDICATOR		• **Shows imagination by substituting items to represent actual items (e.g., using a block as a cell phone) (CD4.3g)** • **Uses figures (e.g., dolls, action figures) to role play interactions and relationships, including differences related to culture, gender, race, age, and ability (CD4.3h)** • **Transitions between imagination and reality in dramatic play or in a guided drama experience (CD4.3i)** • **Uses props and dramatic play to explore roles in their circle of family and friends (e.g., holding and patting a baby doll on the back to demonstrate care) (CD4.3j)** **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
STRAND / TOPIC		**Later Toddler (22-36 months)**

STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.4.	Using visual arts media to express thoughts and feelings
PROGRESS INDICATOR		• Explores a variety of media including paper, tape, glue, clay, watercolor, etc. (CD4.4h) Objectives for Development and Learning • Objective 33 Explores the visual arts

Ages: 34-48 months

STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.1.	Being curious learners
PROGRESS INDICATOR		• Seeks out new information, asks "Why?" (APL1.1g) 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
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.2.	Taking initiative
PROGRESS INDICATOR		• Purposely tries different ways of doing things to see what happens (e.g., builds ramps with different blocks to make their cars go faster and farther) (APL1.2m) • Makes attempts at new and challenging activities (e.g., climbs a new, higher slide) (APL1.2n) Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)

INDICATOR / STANDARD	APL2.	CREATIVITY AND IMAGINATION
INDICATOR	APL2.1.	Showing creativity and imagination
PROGRESS INDICATOR		• Transitions between reality and imagination in cooperative play, dramatic play, or during guided drama experience (APL2.1l) • Begins to sequence actions in dramatic play (e.g., gathers pots, spoons, and plastic vegetables to "make soup") (APL2.1m) • Connects dramatic play to story (e.g., acts as a familiar character) (APL2.1n) Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.1.	Focusing and paying attention
PROGRESS INDICATOR		• With adult prompts and support, focuses attention on activities like listening to stories read to a group for short periods of time in spite of interruptions or distraction (APL3.1i) • Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes) (APL3.1j) Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.2.	Building working memory
PROGRESS INDICATOR		• Repeats a list of items needed for self-care or play (APL3.2j) • Plays simple memory and matching games (APL3.2k) • Remembers and follows 2-step directions to complete simple tasks (e.g., "wash your hands then help prepare or eat a snack") (APL3.2l) 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
STRAND / TOPIC		Early Preschool (34-48 months)

STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.3.	**Thinking flexibly and adapting**
PROGRESS INDICATOR		• Demonstrates "cognitive flexibility" by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach) (APL3.3k) • Shows ability to shift attention from one task or activity to another when necessary (APL3.3l) Objectives for Development and Learning • **Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.4.	**Inhibiting responses**
PROGRESS INDICATOR		• Seeks adult help when distressed with behavior of or interaction with a peer (APL3.4b) • With adult support, begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) (APL3.4c) • Begins to inhibit impulsive behaviors with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator's reminder) (APL3.4d) Objectives for Development and Learning • **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems**
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.5.	**Persisting and problem-solving**

PROGRESS INDICATOR		• Persists in preferred tasks that may be challenging, with or without adult support (APL3.5o) • Remembers solutions discovered before and uses them (e.g., uses a spoon to mix flour and water for playdough when fingers get sticky from using hands) (APL3.5p) • Responds to adult's positive feedback for effort to continue trying or practicing a new skill (APL3.5q) **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	**APL4.**	**BEHAVIORAL SELF-REGULATION**
INDICATOR	**APL4.1.**	**Managing actions and behaviors**
PROGRESS INDICATOR		• Follows classroom rules and routines with prompting and reminders from adults (e.g., uses visual aids to meet behavioral expectations) (APL4.1g) • Uses classroom materials with adult support (e.g., how to handle appropriately, how to properly store) (APL4.1h) **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
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED1.**	**POSITIVE SELF-CONCEPT**
INDICATOR	**SED1.1.**	**Developing self-awareness**
PROGRESS INDICATOR		• Demonstrates awareness of self as a unique individual (e.g., refers to favorite shirt or boots) (SED1.1k) • Uses own first and family (last) name (SED1.1l) • Describes their physical characteristics, behavior, and abilities positively (e.g., tells a peer, "My hair is curly and beautiful.") (SED1.1m) **Objectives for Development and Learning** • Objective 29 Demonstrates knowledge about self
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED1.**	**POSITIVE SELF-CONCEPT**
INDICATOR	**SED1.2.**	**Developing self-confidence**

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PROGRESS INDICATOR		• Begins to experiment with their own potential (e.g., sees how high they can climb on the playground equipment or sees how fast they can complete a task) (SED1.2h) • Shows positive self-identity (e.g., "I am a smart girl") (SED1.2i) • Exhibits confidence in performance (e.g., "Look how high I jumped.") (SED1.2j) **Objectives for Development and Learning** • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6 Demonstrates confidence in meeting own needs**
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED1.**	**POSITIVE SELF-CONCEPT**
INDICATOR	**SED1.3.**	**Becoming autonomous and independent**
PROGRESS INDICATOR		• Transitions into unfamiliar settings with assistance of familiar adults (SED1.3j) • Asks for help from adults when needed, but may prefer to complete tasks independently (SED1.3k) **Objectives for Development and Learning** • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6 Demonstrates confidence in meeting own needs**
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.1.**	**Seeing and naming emotions in self and others**
PROGRESS INDICATOR		• Identifies complex emotions in a book, picture, or on a person's face (e.g., frustrated, confused, excited) (SED2.1h) **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately**
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.2.**	**Expressing emotions**

PROGRESS INDICATOR		• Expresses feelings that are appropriate to the situation (SED2.2i) • Begins to recognize and express own emotions using words or visuals rather than actions (e.g., uses a communication board to point to picture of sad face) (SED2.2j) **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification**
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.3.**	**Communicating feelings, wants, and needs**
PROGRESS INDICATOR		• Uses appropriate communication skills when expressing needs, wants, and feelings (e.g., uses an appropriate method of communication to tell adults when they are hungry) (SED2.3e) **Objectives for Development and Learning** • Objective **01 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.4.**	**Regulating emotions**
PROGRESS INDICATOR		• Begins to respond to an adult's cues about regulating their emotions (e.g., "The slide looks scary, but I think you can do it.") (SED2.4j) • Begins to demonstrate acceptable reaction to situations (e.g., does not shout when upset) (SED2.4k) • Begins to understand the impact of their emotional behavior (e.g., asks to join in peer play rather than angrily grabbing toy) (SED2.4l) **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification**
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED2.**	**EMOTIONAL COMPETENCE**
INDICATOR	**SED2.5.**	**Showing care and concern for others**

PROGRESS INDICATOR		• Recognizes the needs of others and responds appropriately, with support from adults (e.g., asks Abraham to play after the teacher points out he is by himself) (SED2.5f) • Relates complex emotions to self and others (e.g., sees a friend is sad and offers a toy to share) (SED2.5g) **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
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.1.**	**Developing relationships with adults**
PROGRESS INDICATOR		• Develops positive relationships and interacts comfortably with familiar adults (SED3.1l) • Begins to interact with less familiar adults (e.g., substitute educator or neighbor) (SED3.1m) **Objectives for Development and Learning** • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.**6 Manages separations without distress and engages with trusted adults**
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.2.**	**Developing relationships with other children**
PROGRESS INDICATOR		• Builds social relationships and becomes more connected to other children (e.g., has a favorite friend at library story time) (SED3.2m) • Shows preference for particular playmates, such as greeting friends by name (SED3.2n) • Makes friends and is able to name friends when asked by an adult or others (SED3.2o) • Expresses interest in participating in a group activity by initiating or responding (SED3.2p) • Engages in shared activities or play with shared toy or material (SED3.2q) **Objectives for Development and Learning** • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.3.**	**Engaging in cooperative play**

PROGRESS INDICATOR		• Engages in associative play (e.g., playing in housekeeping with each child assuming individual roles) (SED3.3k) • Begins to engage in cooperative play, playing with a few other children to carry out familiar roles (SED3.3l) • Includes familiar adults in dramatic play (SED3.3m) **Objectives for Development and Learning** • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.4.**	**Solving social interaction problems**
PROGRESS INDICATOR		• Identifies and describes common social problems and may suggest some solutions (SED3.4b) • Uses problem-solving strategies with adult assistance (e.g., waits turn after adult reminds them how many children can be in art area) (SED3.4c) **Objectives for Development and Learning** • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD1.**	**COMMUNICATION**
INDICATOR	**CLLD1.1.**	**Understanding verbal and nonverbal cues**

PROGRESS INDICATOR		• Demonstrates understanding by answering questions (CLLD1.1x) • Follows two-step unrelated directions (CLLD1.1y) • Understands and responds to spatial concepts (e.g., in/out, under, front, behind) (CLLD1.1z) **Objectives for Development and Learning** • Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.5 Emerging to 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.2.	Using vocabulary and nonverbal cues to communicate
PROGRESS INDICATOR		• Begins to use complex sentences and ask simple questions (e.g., "After the gingerbread man ran, he swam on the fox's back."; "What happened to the gingerbread man?") (CLLD1.2o) • Answers questions from unfamiliar people including some open-ended questions (CLLD1.2p) • Uses adjectives to describe people, objects, or environments (CLLD1.2q) • Begins to use prepositions (e.g., in, on) (CLLD1.2r) **Objectives for Development and Learning** • Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.3.	Learning and engaging in conversational interactions

PROGRESS INDICATOR		• Continues a conversation through several exchanges with or without adult help (CLLD1.3k) • Alternates between speaker/listener roles (CLLD1.3l) • Asks and responds to questions (CLLD1.3m) **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
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.1.**	**Paying attention to print as meaningful**
PROGRESS INDICATOR		• Begins to select books for reading enjoyment and reading related activities, including pretending to read to self or others (CLLD2.1i) • Demonstrates an understanding of the conventions of print (e.g., directionality of print and texts) (CLLD2.1j) • Understands that the print communicates the message in stories or other texts (CLLD2.1k) **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** • 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
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.2.**	**Understanding ideas, vocabulary, and information in stories and texts**
PROGRESS INDICATOR		• Asks or answers questions about what is happening in a book or story (CLLD2.2k) • Retells 1-2 key events from a story (CLLD2.2l) • Narrates a story using pictures as a guide (CLLD2.2m) • Recites from memory words, phrases, and parts of favorite stories (CLLD2.2n) • Recognizes nouns as the person, place, or thing in a sentence (CLLD2.2o) **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

STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.3.	Learning spoken language is composed of smaller segments of sound
PROGRESS INDICATOR		• Imitates and enjoys rhyme and alliteration (e.g., Jalisa jumped) (CLLD2.3g) • With instructional support, distinguishes when two words rhyme and when two words begin with the same sound (e.g., boy/toy, dog/dad) (CLLD2.3h) Objectives for Development and Learning • 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
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.4.	Learning how letters and print work to create words and meaning
PROGRESS INDICATOR		• Begins to recognize more upper, and lower case letters if taught (CLLD2.4b) • Identifies sounds and recognizes letters associated with beginning of first name and last name (CLLD2.4c) • Begins to connect alphabet letters and corresponding sounds (e.g., connecting letters and sounds of common letters/words) (CLLD2.4d) • Can often write first name from memory (CLLD2.4e) Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.2 Identifies the sounds of a few letters • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD3.	FOUNDATIONS OF WRITING
INDICATOR	CLLD3.1.	Drawing, scribbling, and writing to communicate

PROGRESS INDICATOR		Begins to use letter strings or a group of letters to represent words, ideas, phrases, sentences, and stories or events (CLLD3.1k) • Begins to use print in the environment as part of their writing (e.g., attempts to copy a sign or poster in room) (CLLD3.1l) • Begins to copy or write letters or numbers (CLLD3.1m) • Begins to represent all letters in their name (CLLD3.1n) • Begins to recognize name as separate from other pictures or writing produced (CLLD3.1o) • Begins to distinguish print from images or illustrations (CLLD3.1p) **Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message**
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	CLLD3.	**FOUNDATIONS OF WRITING**
INDICATOR	CLLD3.2.	**Developing writing habits and skills**
PROGRESS INDICATOR		• Begins to revise writing in the moment based on interactions with peers and adults (CLLD3.2d) • Begins to modify and expand their drawings/writing to meet personal ideas and include others' ideas (e.g., several children begin drawing rainbows and unicorns after one child narrates their work) (CLLD3.2e) **Objectives for Development and Learning** • **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message**
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	CLLD3.	**FOUNDATIONS OF WRITING**
INDICATOR	CLLD3.3.	**Handling writing tools**
PROGRESS INDICATOR		• Begins to show increased fine motor strength in writing (CLLD3.3e) • Becomes more skillful with a variety of writing tools (e.g., markers, pens, pencils, crayons, chalk) (CLLD3.3f) **Objectives for Development and Learning** • **Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** **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**
STRAND / TOPIC		**Early Preschool (34-48 months)**

STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD1.	USING SENSES
INDICATOR	HPD1.1.	Learning through all senses
PROGRESS INDICATOR		• Develops the ability to use one sense to predict what they would perceive with another (e.g., realizes food is hot or cold) (HPD1.1n) • Shows some awareness of one's own body, space, and relationship to other objects (e.g., jumps three times and then turns around without bumping into a peer or other object) (HPD1.1o) • Learns about ways to protect sensory body parts (e.g., wears helmets to protect heads, gloves to protect hands, and headphones for listening to protect ears) (HPD1.1p) 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
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD2.	GROSS MOTOR
INDICATOR	HPD2.1.	Developing large muscle control
PROGRESS INDICATOR		• Identifies parts of the body that help us move and understands how movement leads to a rise in heart and breathing rates (HPD2.1j) • Understands that physical fitness is important and identifies activities they enjoy doing with their family (HPD2.1k) • Moves body in space with good coordination (e.g., running, hopping in place, galloping) (HPD2.1l) • Demonstrates strength and balance by managing uneven surfaces such as hills, ramps, and steps (HPD2.1m) • Uses a variety of toys and equipment that enhance gross motor skills and coordination (e.g., throws and catches balls, climbs up steps to a slide) (HPD2.1n) 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 • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD2.	GROSS MOTOR

INDICATOR	HPD2.2.	Exploring the environment
PROGRESS INDICATOR		• Chooses to participate in simple games and other structured motor activities (indoor and outdoor) that enhance physical fitness, such as songs with movement, throwing and catching balls (HPD2.2e) 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 • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD3.	FINE MOTOR
INDICATOR	HPD3.1.	Using eyes and hands together
PROGRESS INDICATOR		• Plays with smaller objects with increasing control (HPD3.1g) • Draws simple shapes and figures (square, circle) and copies straight lines and circles (HPD3.1h) • Uses tools that require strength, control, and skills of small muscles such as a fork and scissors (HPD3.1i) Objectives for Development and Learning • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD3.	FINE MOTOR
INDICATOR	HPD3.2.	Developing small muscle control
PROGRESS INDICATOR		• Uses scissors to cut along a straight line and circle, with some precision (within 1/2" to 1/4" of line) (HPD3.2i) Objectives for Development and Learning • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE

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INDICATOR	HPD4.1.	Taking care of daily health needs
PROGRESS INDICATOR		• Identifies places at home, in the neighborhood, and in the community where children can play safely and be physically active (HPD4.1l) • Describes ways to participate in physical activity and provides alternatives to screen time (HPD4.1m) • Begins to take care of personal health needs and self-care needs independently by washing hands after using the toilet (HPD4.1n) • Uses language to ask adults or peers for help needed to start a zipper or turn on water to wash hands (HPD4.1o) • Uses a variety of strategies to calm themselves (e.g., changing activities, getting a comfort object) (HPD4.1p) • Understands need for good dental hygiene, including brushing teeth (HPD4.1q) Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.2.	Adopting safe behaviors
PROGRESS INDICATOR		• Shows awareness of a growing number of personal safety practices and routines; looks to adults for support in enacting these; participates in safety drills (HPD4.2j) • Tells peers and adults when dangerous situations are observed (HPD4.2k) • Tells a trusted adult when someone gets hurt (HPD4.2l) • Demonstrates safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted (HPD4.2m) • Identifies medicines and other household substances that can be harmful (HPD4.2n) 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
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.3.	Eating with healthy habits

PROGRESS INDICATOR		• Explains that food provides energy for movement (HPD4.3i) • Identifies at least 1 fruit and 1 vegetable; explains that fruits and vegetables help our bodies move (HPD4.3j) • Helps prepare nutritious snacks, serving self and others (HPD4.3k) • Identifies a variety of healthy and unhealthy foods, sorting pictures of food by color or as "always" and "sometimes" foods (HPD4.3l) **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
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.4.	Developing healthy habits for rest and sleep
PROGRESS INDICATOR		• With increasing independence, starts and participates in sleep routines to calm the body and prepare for sleeping (HPD4.4j) • Recognizes when they are tired and tells an adult (HPD4.4k) • Gradually ends naps (HPD4.4l) **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
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD1.	SCIENCE: THE NATURAL AND PHYSICAL WORLD
INDICATOR	CD1.1.	Paying attention to the natural world
PROGRESS INDICATOR		• Notices and talks with adults about similarities and differences among objects and living things (CD1.1h) • Notices and talks with adults about changes in nature and in substances (e.g., water to ice) (CD1.1i) **Objectives for Development and Learning** • Objective 25 Demonstrates knowledge of the characteristics of living things
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD1.	SCIENCE: THE NATURAL AND PHYSICAL WORLD
INDICATOR	CD1.2.	Testing questions and ideas

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PROGRESS INDICATOR		• Answers questions (e.g., "What will happen if…") to make predictions (CD1.2j) • With adult support, asks a question, gathers information, and makes a prediction (CD1.2k) • Uses mathematical ideas such as counting, weighing, and measuring to understand objects and categories of objects (CD1.2l) • Uses drawing, building, and demonstrating to show thinking about an object or idea (CD1.2m) **Objectives for Development and Learning** • Objective 24 Uses scientific inquiry skills
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD2.	**Social Science: People, Community, and Culture**
INDICATOR	CD2.1.	**Learning about ways that people interact**
PROGRESS INDICATOR		• Communicates about family members in terms of relationships (e.g., "Riley is my sister.") (CD2.1h) • Communicates about family members in terms of roles (e.g., "Grandma picks me up from school.") (CD2.1i) • Communicates about past events and changes over time (CD2.1j) • Communicates about the roles of people encountered in the community (e.g., bus driver, mail carrier) (CD2.1k) • Uses props and dramatic play to dramatize stories from culturally responsive books, movies and shows (CD2.1l) • Uses visual arts such as drawing, sculpting, and building to show thinking (CD2.1m) **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self** • Objective **30 Shows basic understanding of people and how they live** • Objective **31 Explores change related to familiar people or places**
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD2.	**Social Science: People, Community, and Culture**
INDICATOR	CD2.2.	**Understanding relationships and connections**
PROGRESS INDICATOR		• Communicates about self as member of specific groups (e.g., neighborhood, faith community, team) (CD2.2e) • Participates as a member of the group to work cooperatively, make plans and solves problems (CD2.2f) **Objectives for Development and Learning** • Objective **30 Shows basic understanding of people and how they live**
STRAND / TOPIC		**Early Preschool (34-48 months)**

STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.3.	Learning about differences
PROGRESS INDICATOR		• Follows adult's lead to notice and talk about differences presented in books and other media (CD2.3e) • Follows caregiver or educator's model to talk accurately and respectfully about similarities and differences present in the group (CD2.3f) **Objectives for Development and Learning** • Objective 30 Shows basic understanding of people and how they live
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.1.	Comparing numbers, counting, and recognizing quantities
PROGRESS INDICATOR		• Names some numbers when they appear in print (CD3.1j) • Continues counting from a running start, as in "What comes after 1, 2, 3, 4…?" (CD3.1k) • Uses own fingers to show a number (CD3.1l) • Instantly recognizes a collection of up to 4 objects (i.e. subitizes) (CD3.1m) • Begins to explore one-to-one correspondence (e.g., setting places at a table), counting up to 10 (CD3.1n) • Counts up to 5 objects in a line (CD3.1o) • Compares sets of objects that range in size from 1-5, as having "more" or "fewer" (CD3.1p) **Objectives for Development and Learning** • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object • 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
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.2.	Understanding number relationships and solving problems using operations

PROGRESS INDICATOR		• With adult help, adds (joins) two small sets of objects (e.g., "I have two books and you have two books. How many books do we have all together?") (CD3.2a) • With adult help, subtracts (separates) small sets of objects (e.g., "You have four ribbons. If you share three with your friends, how many will you have left?") (CD3.2b) **Objectives for Development and Learning** • 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
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.3.	Geometric thinking and spatial reasoning
PROGRESS INDICATOR		• Uses words that describe and compare shapes in the environment (e.g., "the cracker is a circle", "the green square is smaller than the purple square") (CD3.3l) • Recognizes and names a typical circle, square, and sometimes triangle (CD3.3m) • Matches some shapes that are different sizes or orientations with adult support (CD3.3n) • Describes the spatial features of objects in the classroom, home, or neighborhood (e.g., Pointing to a picture of the sun, child says "It's a circle.") (CD3.3o) • Uses words about position – "first", "last", "middle" – to describe the placement of a person or thing (CD3.3p) • Uses words about direction and distance (e.g., "run toward the tree", "my car went farther than your car") (CD3.3q) • In outside play, uses and responds to direction (e.g., up, down) or position (e.g., on top of, beside) words (CD3.3r) **Objectives for Development and Learning** • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to) • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.4.	Sorting, classifying, and patterning

PROGRESS INDICATOR		• Shows understanding of simple patterns by recognizing and extending simple, repeating, "ABAB" patterns (e.g., of movements such as "tap head, tap knees, tap head..."; or of objects such as "red car, yellow car, red car...") (CD3.4j) • With adult help, fills in the missing element of a pattern (e.g., red, blue, red, ___, red) (CD3.4k) **Objectives for Development and Learning** • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD3.**	**MATHEMATICS**
INDICATOR	**CD3.5.**	**Describing, comparing, and measuring**
PROGRESS INDICATOR		• With adult support, makes direct comparisons of objects' volume or length (e.g., standing two students back to back to see which one is taller) (CD3.5e) • With adult support, indirectly compares the length of two objects using a third object (e.g., using a piece of string to measure two objects on the playground and determining which is taller) (CD3.5f) **Objectives for Development and Learning** • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD4.**	**FINE ARTS**
INDICATOR	**CD4.1.**	**Exploring and expressing ideas through movement and dance**
PROGRESS INDICATOR		• Imitates adult's model of moving body parts in isolation or coordination (CD4.1j) • Uses words that describe movement (e.g., roll, gallop, etc.) (CD4.1k) • Follows adult's guidance to recognize other children's personal space, as suggested by the cultures of the children in the group (CD4.1l) • Repeats longer rhythm patterns (CD4.1m) • Imitates dance movements or patterns of movement (CD4.1n) • Contributes ideas to create dance movements (CD4.1o) **Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
STRAND / TOPIC		**Early Preschool (34-48 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD4.**	**FINE ARTS**

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INDICATOR	CD4.2.	Learning about and through music
PROGRESS INDICATOR		• Shows preferences for music by requesting songs (CD4.2n) • Participates in conversations about music dynamics, including sound qualities and pitch (high or low) (CD4.2o) • Repeats longer rhythm patterns (CD4.2p) • Creates beats, patterns or simple melodies using the voice or simple materials in the environment (CD4.2q) • Sings alone and with others (CD4.2r) Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.3.	Building understanding, empathy, and relationship skills through drama and theatre arts
PROGRESS INDICATOR		• Uses props and dramatic play to act out emotions related to fear, excitement, happiness, sadness and anger (CD4.3k) • When engaged in role play, contributes dialogue, gesture, and facial expressions to convey meaning, ideas and feelings (CD4.3l) • With adult guiding dramatic play, explores character, plot and setting (CD4.3m) Objectives for Development and Learning • Objective 36 Explores drama through actions and language
STRAND / TOPIC		Early Preschool (34-48 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.4.	Using visual arts media to express thoughts and feelings
PROGRESS INDICATOR		• Begins to transition drawings from spontaneous loops and lines to intentional shapes, including ovals, circles, and rectangles (CD4.4i) • Shows control and coordination with scissors (CD4.4j) Objectives for Development and Learning • Objective 33 Explores the visual arts

Ages: 44-60 months

STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.1.	Being curious learners
PROGRESS INDICATOR		• Shows curiosity by saying things like, "I wonder what will happen next." (APL1.1h) • Seeks out new information by asking, "How does that work?" (APL1.1i) • Shows eagerness to learn about a variety of topics (APL1.1j) Objectives for Development and Learning • 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**
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.2.	Taking initiative
PROGRESS INDICATOR		• Chooses different ways to explore the environment based on prior experiences with tools or actions (APL1.2o) • Suggests new ideas for play activities and follows through with self-direction and independence (APL1.2p) • Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide) (APL1.2q) Objectives for Development and Learning • 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
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL2.	CREATIVITY AND IMAGINATION
INDICATOR	APL2.1.	Showing creativity and imagination

PROGRESS INDICATOR		• **Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play) (APL2.1o)** • **Utilizes realistic and open-ended materials in cooperative play (APL2.1p)** • **Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle) (APL2.1q)** <u>Objectives for Development and Learning</u> • 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**
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	**APL3.**	**EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION**
INDICATOR	**APL3.1.**	**Focusing and paying attention**
PROGRESS INDICATOR		• **Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence (APL3.1k)** • **Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes) (APL3.1l)** • **Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group) (APL3.1m)** <u>Objectives for Development and Learning</u> • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)**
INDICATOR / STANDARD	**APL3.**	**EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION**
INDICATOR	**APL3.2.**	**Building working memory**
PROGRESS INDICATOR		• **Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug) (APL3.2m)** • **Remembers actions that go with stories or songs (APL3.2n)** • **Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) (APL3.2o)** <u>Objectives for Development and Learning</u> • Objective **12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view**
STRAND / TOPIC		**Later Preschool (44-60 months)**

STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.3.	**Thinking flexibly and adapting**
PROGRESS INDICATOR		• Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape) (APL3.3m) • Considers ideas from adults and other children in finding a solution or strategy (APL3.3n) • Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) (APL3.3o) • Responds consistently to adult suggestions to try out different activities (APL3.3p) 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**
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.4.	**Inhibiting responses**
PROGRESS INDICATOR		• Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out) (APL3.4e) • Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity (APL3.4f) Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings **Objective 1a.6 Is able to look at a situation differently or delay gratification**
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.5.	**Persisting and problem-solving**
PROGRESS INDICATOR		• Sometimes persists in less preferred activities with or without adult support (APL3.5r) • Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn't work) (APL3.5s) Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.6 Solves problems without having to try every possibility**

STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL4.	BEHAVIORAL SELF-REGULATION
INDICATOR	APL4.1.	Managing actions and behaviors
PROGRESS INDICATOR		• Follows classroom rules and routines more independently (e.g., morning arrival) (APL4.1i) • Uses classroom materials appropriately (APL4.1j) • Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations) (APL4.1k) 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
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED1.	POSITIVE SELF-CONCEPT
INDICATOR	SED1.1.	Developing self-awareness
PROGRESS INDICATOR		• Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests) (SED1.1n) • Positively identifies self as a member of a specific culture or group that fits into a larger world picture (SED1.1o) • Shares other identifying information (e.g., parent's name) (SED1.1p) • Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people (SED1.1q) Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED1.	POSITIVE SELF-CONCEPT
INDICATOR	SED1.2.	Developing self-confidence
PROGRESS INDICATOR		• Displays pride in their accomplishments (SED1.2k) Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.8 Takes responsibility for own well-being**
STRAND / TOPIC		Later Preschool (44-60 months)

STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED1.	POSITIVE SELF-CONCEPT
INDICATOR	SED1.3.	Becoming autonomous and independent
PROGRESS INDICATOR		• Acts independently in unfamiliar settings with unfamiliar adults (SED1.3l) • Attempts to complete tasks independently (SED1.3m) • Asks for support from adults only when needed (SED1.3n) Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.1.	Seeing and naming emotions in self and others
PROGRESS INDICATOR		• Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad) (SED2.1i) • Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away) (SED2.1j) Objectives for Development and Learning • Objective 1a.6 Is able to look at a situation differently or delay gratification • 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
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.2.	Expressing emotions
PROGRESS INDICATOR		• Recognizes appropriate reaction to situations (SED2.2k) • Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.") (SED2.2l) Objectives for Development and Learning • Objective 1a.6 Is able to look at a situation differently or delay gratification
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE

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INDICATOR	SED2.3.	Communicating feelings, wants, and needs
PROGRESS INDICATOR		• Demonstrates confidence in meeting own needs (SED2.3f) • Seeks and accepts help when needed (SED2.3g) Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.8 Takes responsibility for own well-being**
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.4.	Regulating emotions
PROGRESS INDICATOR		• Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset) (SED2.4m) • Exhibits emotional control with or without adult support (e.g., follows group activities although upset) (SED2.4n) Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.5.	Showing care and concern for others
PROGRESS INDICATOR		• Shows care and concern for others, including comforting others in distress (SED2.5h) • Begins to recognize the emotions of peers and responds with empathy and compassion (SED2.5i) • Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys) (SED2.5j) Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED3.	INTERACTING WITH OTHERS
INDICATOR	SED3.1.	Developing relationships with adults

PROGRESS INDICATOR		• Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults (SED3.1n) • Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom) (SED3.1o) Objectives for Development and Learning • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.2.**	**Developing relationships with other children**
PROGRESS INDICATOR		• Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play) (SED3.2r) • Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area) (SED3.2s) • Maintains friendships over time (SED3.2t) • Responds to the needs of others and tries to help others with simple tasks (SED3.2u) Objectives for Development and Learning • Objective 02 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
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.3.**	**Engaging in cooperative play**
PROGRESS INDICATOR		• Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme (SED3.3n) Objectives for Development and Learning • Objective 02 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
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
INDICATOR / STANDARD	**SED3.**	**INTERACTING WITH OTHERS**
INDICATOR	**SED3.4.**	**Solving social interaction problems**

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PROGRESS INDICATOR		• Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict (SED3.4d) • Expresses feelings and needs in conflict situations (e.g., "I'm feeling upset because you have the truck I need for my racetrack.") (SED3.4e) • Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy) (SED3.4f) **Objectives for Development and Learning** • Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD1.**	**COMMUNICATION**
INDICATOR	**CLLD1.1.**	**Understanding verbal and nonverbal cues**
PROGRESS INDICATOR		• Answers questions and adds comments relevant to the topic (CLLD1.1aa) • Begins to demonstrate understanding of implied messages based on speaker's tone and/ or gestures (e.g., finger on lip and saying "shhhh" means be quiet) (CLLD1.1ab) • Understands and responds to words for descriptive concepts (e.g., hard, square) (CLLD1.1ac) • Follows 2-3 step related directions and some new directions related to familiar and daily routines (CLLD1.1ad) • Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth.) (CLLD1.1ae) **Objectives for Development and Learning** • Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD1.**	**COMMUNICATION**
INDICATOR	**CLLD1.2.**	**Using vocabulary and nonverbal cues to communicate**

PROGRESS INDICATOR		• Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did) (CLLD1.2s) • Answers open-ended questions comfortably (CLLD1.2t) • Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.) (CLLD1.2u) **Objectives for Development and Learning** • Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD1.**	**COMMUNICATION**
INDICATOR	**CLLD1.3.**	**Learning and engaging in conversational interactions**
PROGRESS INDICATOR		• Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals) (CLLD1.3n) • Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems) (CLLD1.3o) • Asks and responds to questions with accurate information (CLLD1.3p) **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
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**
INDICATOR	**CLLD2.1.**	**Paying attention to print as meaningful**
PROGRESS INDICATOR		• Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.) (CLLD2.1l) • Begins to track individual words in text or braille by pointing or touching (CLLD2.1m) **Objectives for Development and Learning** • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.8 Uses various types of books for their intended purposes
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD2.**	**FOUNDATIONS OF READING**

INDICATOR	CLLD2.2.	Understanding ideas, vocabulary, and information in stories and texts
PROGRESS INDICATOR		• Listens and responds to a variety of texts and media (e.g., audio book, music and movement) (CLLD2.2p) • Tells fictional or personal stories sequentially and with 3 or more details (CLLD2.2q) • Begins to understand cause and effect relationships in fiction and nonfiction texts (CLLD2.2r) • Predicts what will happen next in an unfamiliar story (CLLD2.2s) • Uses new words learned through listening to stories (CLLD2.2t) 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.6 Identifies story-related problems, events, and resolutions during conversations with an adult
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.3.	Learning spoken language is composed of smaller segments of sound
PROGRESS INDICATOR		• Begins to rhyme and produce rhymes of simple words (CLLD2.3i) • Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox) (CLLD2.3j) • Begins to segment and combine syllables (e.g., purple segmented is pur-ple; when combined it is purple) (CLLD2.3k) • Begins to identify the initial and final sound in words (e.g., /b/ in bat) (CLLD2.3l) Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.6 Matches beginning sounds of some words • 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
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.4.	Learning how letters and print work to create words and meaning

PROGRESS INDICATOR		• For many, with instructional support, matches the sound with the corresponding letter (CLLD2.4f) • For many, with instructional support, matches the letter with the corresponding sound (CLLD2.4g) • Recognizes many upper and lower case letters (CLLD2.4h) • Will use a combination of letters and symbols to represent words (CLLD2.4i) **Objectives for Development and Learning** • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD3.**	**FOUNDATIONS OF WRITING**
INDICATOR	**CLLD3.1.**	**Drawing, scribbling, and writing to communicate**
PROGRESS INDICATOR		• Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish) (CLLD3.1q) • Begins to represent the initial and final sounds to represent a word (e.g., 'dg' for dog) (CLLD3.1r) • Retells or reads their writing to others (CLLD3.1s) • Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced (CLLD3.1t) • Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right (CLLD3.1u) • Begins to copy names of familiar people and objects (CLLD3.1v) **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills a. Writes name** **Objective 19a.8 Writes letter strings**
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	**CLLD3.**	**FOUNDATIONS OF WRITING**
INDICATOR	**CLLD3.2.**	**Developing writing habits and skills**

PROGRESS INDICATOR		• Continues to revise writing in the moment based on interactions with peers and adults (CLLD3.2f) • Begins to revise by adding details to drawings/writings to express their ideas (CLLD3.2g) • Begins to make a plan for the writing they will produce (e.g., creates picture to tell story and then writes) (CLLD3.2h) **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**
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)**
INDICATOR / STANDARD	CLLD3.	**FOUNDATIONS OF WRITING**
INDICATOR	CLLD3.3.	**Handling writing tools**
PROGRESS INDICATOR		• Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools (CLLD3.3g) • Uses a variety of digital tools to write or draw (CLLD3.3h) **Objectives for Development and Learning** • Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools 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**
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	HPD1.	**USING SENSES**
INDICATOR	HPD1.1.	**Learning through all senses**
PROGRESS INDICATOR		• Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children) (HPD1.1q) • Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line) (HPD1.1r) **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
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**

INDICATOR / STANDARD	HPD2.	GROSS MOTOR
INDICATOR	HPD2.1.	Developing large muscle control
PROGRESS INDICATOR		• Demonstrates more coordinated movement when jumping for height and distance, hopping, and running (HPD2.1o) • Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time (HPD2.1p) • Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels (HPD2.1q) Objectives for Development and Learning • Objective 04 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 05 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD2.	GROSS MOTOR
INDICATOR	HPD2.2.	Exploring the environment
PROGRESS INDICATOR		• Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light) (HPD2.2f) Objectives for Development and Learning • Objective 04 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD3.	FINE MOTOR
INDICATOR	HPD3.1.	Using eyes and hands together
PROGRESS INDICATOR		• Uses objects with ease (e.g., fork, spoon, and sometimes a table knife) (HPD3.1j) • Draws smaller figures and includes more detail (e.g., faces with features) (HPD3.1k) Objectives for Development and Learning • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)

INDICATOR / STANDARD	HPD3.	FINE MOTOR
INDICATOR	HPD3.2.	Developing small muscle control
PROGRESS INDICATOR		• Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle) (HPD3.2j) • Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping) (HPD3.2k) Objectives for Development and Learning • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.1.	Taking care of daily health needs
PROGRESS INDICATOR		• Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently) (HPD4.1r) • Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes (HPD4.1s) • Consistently uses strategies to calm themselves when needed (HPD4.1t) Objectives for Development and Learning • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.2.	Adopting safe behaviors

PROGRESS INDICATOR		• Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules (HPD4.2o) • Participates in safety practices by helping to use car seat restraints and helmets (HPD4.2p) • Identifies people in the community who can help them (e.g., firefighter, nurse) (HPD4.2q) • Identifies emergency and non-emergency situations (HPD4.2r) **Objectives for Development and Learning** • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	HPD4.	**PHYSICAL HEALTH AND SELF-CARE**
INDICATOR	**HPD4.3.**	**Eating with healthy habits**
PROGRESS INDICATOR		• Makes healthy eating choices both independently and with support (HPD4.3m) • Follows picture recipes to prepare a simple snack (HPD4.3n) • Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, "Milk makes my bones strong." (HPD4.3o) **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
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)**
INDICATOR / STANDARD	HPD4.	**PHYSICAL HEALTH AND SELF-CARE**
INDICATOR	**HPD4.4.**	**Developing healthy habits for rest and sleep**
PROGRESS INDICATOR		• Independently starts and participates in sleep routines (HPD4.4m) • Can describe why sleep keeps us healthy (HPD4.4n) **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
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	CD1.	**SCIENCE: THE NATURAL AND PHYSICAL WORLD**

INDICATOR	CD1.1.	Paying attention to the natural world
PROGRESS INDICATOR		• Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics) (CD1.1j) • Imitates and uses adults' words and ideas when talking about the physical and natural worlds (CD1.1k) • Shows detail in drawings, constructions, demonstrations to show thinking (CD1.1l) **Objectives for Development and Learning** • Objective **25 Demonstrates knowledge of the characteristics of living things**
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD1.	SCIENCE: THE NATURAL AND PHYSICAL WORLD
INDICATOR	CD1.2.	Testing questions and ideas
PROGRESS INDICATOR		• Uses many sources (e.g., pictures, books) to gather information (CD1.2n) • With adult guidance, plans and conducts investigations (CD1.2o) • Analyzes results, draws conclusions, and communicates results (CD1.2p) • Collaborates with others to conduct investigations (CD1.2q) **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.1.	Learning about ways that people interact
PROGRESS INDICATOR		• Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books and other media (artists, cooks, cashiers, construction workers) (CD2.1n) • Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus) (CD2.1o) • Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections (CD2.1p) **Objectives for Development and Learning** • Objective **30 Shows basic understanding of people and how they live**
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.2.	Understanding relationships and connections

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PROGRESS INDICATOR		• Communicates about self as member of many different groups, such as within a family, classroom, faith community, or sport team (CD2.2g) • Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group (CD2.2h) • With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions (CD2.2i) **Objectives for Development and Learning** • Objective **30 Shows basic understanding of people and how they live**
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD2.**	**Social Science: People, Community, and Culture**
INDICATOR	**CD2.3.**	**Learning about differences**
PROGRESS INDICATOR		• Learns simple vocabulary of other languages spoken in home, classroom, or school community (CD2.3g) • Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences (CD2.3h) • With adult help, notices and communicates about different family structures represented in the group (CD2.3i) • Communicates about own family's culture and traditions and accepts that children and families are different (CD2.3j) **Objectives for Development and Learning** • Objective **30 Shows basic understanding of people and how they live**
STRAND / TOPIC		**Later Preschool (44-60 months)**
STANDARD / STRAND		**AREA FIVE: COGNITIVE DEVELOPMENT (CD)**
INDICATOR / STANDARD	**CD3.**	**MATHEMATICS**
INDICATOR	**CD3.1.**	**Comparing numbers, counting, and recognizing quantities**

PROGRESS INDICATOR		• Counts forward to 20 by memory (CD3.1q) • Counts backwards from 5 (CD3.1r) • Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects (CD3.1s) • Counts up to 10 objects in a line (CD3.1t) • Answers the question "How many?" for up to 10 objects (CD3.1u) • Counts out 10-20 objects in a line from a larger group (CD3.1v) • Instantly recognizes a collection of up to 10 objects (i.e. subitizes) (CD3.1w) • Uses words that mean zero such as "nothing" or "none" (CD3.1x) • Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects (CD3.1y) • Compares sets of objects that range in size from 1-10, as having "more", "fewer" or "same" (CD3.1z) • Arranges images with 3 or more different quantities of objects in correct order (CD3.1aa) 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 • 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
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.2.	Understanding number relationships and solving problems using operations
PROGRESS INDICATOR		• Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2c) • Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2d) • With adult help, uses "counting on" as a strategy to solve addition (joining) problems (e.g., "I have 3 and 2 more gives me 4, 5") (CD3.2e) • With adult help, uses "counting back from" as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, "5,4,3...leaves 2") (CD3.2f) 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
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)

INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.3.	Geometric thinking and spatial reasoning
PROGRESS INDICATOR		• Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square) (CD3.3s) • Correctly names squares, rectangles and triangles regardless of size or orientation (CD3.3t) • Describes attributes of two and three dimensional shapes (e.g., "A square has four corners/angles", "a triangle has three straight sides") (CD3.3u) • Draws and describes pictures that show relative locations and uses terms like "near to" or "closer to" (CD3.3v) Objectives for Development and Learning • Objective **21** Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance • Objective **21** Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.4.	Sorting, classifying, and patterning
PROGRESS INDICATOR		• Identifies, duplicates, extends, and creates simple repeating patterns (CD3.4l) • Fills in missing elements of simple, repeating patterns (CD3.4m) • Recognizes, names, and extends simple repeating patterns (CD3.4n) • Describes quantitative changes (e.g., "I am two years older than when I started school.") (CD3.4o) Objectives for Development and Learning • Objective **23** Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.5.	Describing, comparing, and measuring

PROGRESS INDICATOR		• Directly compares the length or volume of two objects (CD3.5g) • Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.) (CD3.5h) • With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is (CD3.5i) • With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight (CD3.5j) • With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure (CD3.5k) • With adult support, demonstrates "size seriation" by comparing and ordering objects according to measured attribute/characteristic (e.g., places books on shelf according to measured size) (CD3.5l) • With adult support, explores tools of measurement such as rulers, scales, and measuring cup, using the appropriate tool for the attribute/characteristic being measured (CD3.5m) • With instruction, shows an awareness of time by talking about events with words such as before, after, and later (CD3.5n) Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.1.	Exploring and expressing ideas through movement and dance
PROGRESS INDICATOR		• Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing on one foot during guided movement experiences (CD4.1p) • Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion (CD4.1q) • Changes tempo of movements in response to changes in tempo or beat of music (CD4.1r) • Follows directions or example to stop moving on cue (CD4.1s) • Reproduces dance steps or movements several times (CD4.1t) • Uses dance to communicate ideas or feelings (CD4.1u) Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS

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INDICATOR	CD4.2.	Learning about and through music
PROGRESS INDICATOR		• Creates original lyrics and songs (CD4.2s) • Keeps a steady beat for 8-16 counts by patting body parts or using small instruments (CD4.2t) • Draws to represent patterns in sound (e.g., "clap, clap, stomp, stomp" drawn as "dot, dot, dash, dash") (CD4.2u) • Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships (CD4.2v) Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.3.	Building understanding, empathy, and relationship skills through drama and theatre arts
PROGRESS INDICATOR		• Uses props and dramatic play to explore roles and events in the larger community and world (CD4.3n) • Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play (CD4.3o) Objectives for Development and Learning • Objective 36 Explores drama through actions and language
STRAND / TOPIC		Later Preschool (44-60 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.4.	Using visual arts media to express thoughts and feelings
PROGRESS INDICATOR		• Begins to draw with planning and purpose to show or tell a story about something in their experience (CD4.4k) • Draws the human form with more accuracy and detail (CD4.4l) • Begins to describe art and the story it tells (CD4.4m) • With adult help, chooses media to match the intention of the art (e.g., clay vs. paint vs. 3-D vs. collage) (CD4.4n) Objectives for Development and Learning • Objective 33 Explores the visual arts

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