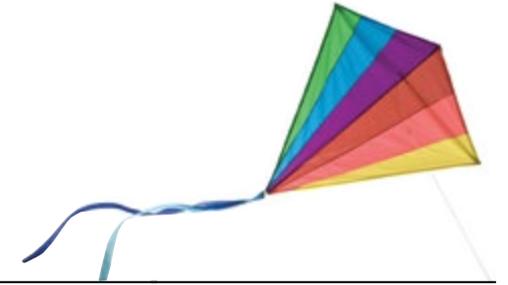


Alignment of



Objectives for Development & Learning



WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

Maine's Infant & Toddler Early Learning and Development Standards (I/T MELDS)

Ages birth to 3

Standards adopted 2021

Birth to 8 months

Standard Domain

Social and Emotional Development

Goal Topic Trust and Emotional Security (Emotional Functioning) Development of the ability to express and manage a range of emotions, recognize and interpret the emotions of others, and express care and concern towards others. <i>Note: This is an extremely important topic to be explored and experienced with children. Labeling and accepting ALL feelings throughout the day will support children's development in many ways.</i>	
Indicator	Objectives for Development and Learning
Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger or unhappiness through: <ul style="list-style-type: none">various facial expressions	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate

<ul style="list-style-type: none"> • body movements • gestures 	
Quiets or stops crying when held, rocked, given a change of position or level of stimulation in the environment, or talked to by a familiar adult.	Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.2 Uses adult support to calm self
Attends with interest when others show range of emotions through facial expressions, voices, or gestures.	Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
May cry when another child cries.	Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
Goal Topic Self-Regulation Development of the ability to regulate emotions and mood.	
Indicator	Objectives for Development and Learning
Comforts self by: <ul style="list-style-type: none"> • clutching toy • sucking thumb • stroking blanket 	Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
Starts, maintains, or stops social contact through: <ul style="list-style-type: none"> • looks • gestures • sounds • smiles 	Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others Objective 10 Uses appropriate conversational and other communication skills 10b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
Anticipates being lifted or fed:	Objective 1 Regulates own emotions and behaviors

<ul style="list-style-type: none"> • molds body-turns towards adult • opens mouth 	<p>1c Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
<p>Signals (using cues) when:</p> <ul style="list-style-type: none"> • full-pushes bottle away, stops nursing • wants to be put down – squirms, pushes away 	<p>Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
<p>Goal Topic Sense of Self, Self-Awareness, and Self-Concept Emerging awareness of self and others; understanding that the self is a separate being with connectedness to others and a growing ability to make independent decisions and choices.</p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Uses hands to explore different parts of the body.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
<p>Beginning to understand that they can make things happen; (example: pat a musical toy to make music come again, or raise arms to be picked up by parent or caregiver).</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning 11b Persists Objective 11b.2 Repeats actions to obtain similar results</p>
<p>Cries when a parent or caregiver leaves the room.</p>	<p>Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
<p>Smiles at self in mirror</p>	<p>Objective 29 Demonstrates knowledge about self</p>
<p>Recognizes, holds, touches own feet and hands.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>

	Objective 29 Demonstrates knowledge about self
Shows preferences; cries when something is not liked.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs Objective 29 Demonstrates knowledge about self
Goal Topic	
Relationships with Adults	
The developing ability to respond, become attached to and engage with adults.	
Indicator	Objectives for Development and Learning
Seeks comfort from caring adult by crying and looking for him or her.	Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
Is more easily soothed by sound of primary caregiver's voice than unfamiliar voice.	Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.2 Uses adult support to calm self
Shows preference for familiar adult, lifts arms to be picked up by special adult; squealing and kicking when familiar adult appears.	Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
Responds to being held: Calming down, molding of the body to the caregiver.	Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.2 Uses adult support to calm self

Goal Topic	
Relationships with Children	
Noticing, relating with and becoming attached to people around the child's own age.	
Indicator	Objectives for Development and Learning
Turns to the voice of an older sibling.	Objective 10 Uses appropriate conversational and other communication skills 10b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
Notices a crying peer with a serious expression.	Objective 2 Establishes and sustains positive relationships 2b Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
Watches other children with interest.	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds
Reaches out to touch eyes or hair of a peer.	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
Laughs when an older sibling or peer makes a funny face.	Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
Tries to get the attention of another child by smiling or babbling to him/her	Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate

Birth to 8 months

Standard Domain

Approaches to Learning

<p>Goal Topic</p> <p>Engagement and Persistence</p> <p>Continues to work at tasks or activities even when challenged. Engages and explores thoroughly and tries to solve problems.</p>	
Indicator	Objectives for Development and Learning
Makes and maintains eye contact while being held for feeding.	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11a Attends and Engages</p> <p>Objective 11a.2 Pays attention to sights and sounds</p>
Finds ways to bring hand to mouth even when hand is covered by a blanket or clothing.	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11c Solves problems</p> <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
Tries to reach a toy hanging from a high chair	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11c Solves problems</p> <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
Tries to move bottle, cries, or touches adult when bottle is empty.	<p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p> <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
Begins to look for dropped objects.	<p>Objective 12 Remembers and connects experiences</p> <p>12a Recognizes and recalls</p> <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
<p>Goal Topic</p> <p>Initiative and Curiosity</p> <p>Shows interest and engages in active exploration (visual, auditory, tactile) of self, objects, and surroundings. Develops ability to engage others in interaction</p>	
Indicator	Objectives for Development and Learning
Explores a variety of materials including:	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11d Shows curiosity and motivation</p>

<ul style="list-style-type: none"> • their body • people • objects 	Objective 11d.2 Uses senses to explore the immediate environment
Vocalizes or makes noise to attract caregiver’s attention.	Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
Uses facial expressions, sounds or gestures to show likes or dislikes.	Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
Shows eagerness to investigate novel objects.	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
Goal Topic Creativity Explores new experiences in a familiar setting. Develops ability to invent, pretend and try new things.	
Indicator	Objectives for Development and Learning
Finds new ways to use familiar toys/ materials: <ul style="list-style-type: none"> • putting a block in a cup • using a spoon to bang on tray • “inviting” an adult to mouth rattle 	Objective 11 Demonstrates positive approaches to learning 11e Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
Laughs and tries to imitate noises or silly sounds.	Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
Investigates pushing water or food around with hand on high chair tray or table.	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

Begins to repeat chance sensorimotor activities to elicit a reaction: <ul style="list-style-type: none"> • bang hands on table • drop a toy 	Objective 11 Demonstrates Positive Approaches to Learning 11b Persists Objective 11b.2 Repeats actions to obtain similar results
Anticipates being lifted and moves body accordingly.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

Birth to 8 months

Standard Domain

Early Language and Literacy

Goal Topic Language Comprehension (Receptive Language) Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. <i>Note: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication devices.</i>	
Indicator Maintains eye contact with person looking at him or her: <ul style="list-style-type: none"> • mutually gazes with primary caregivers, shows preference for voice of primary caregivers 	Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
Reacts to human voice:	Objective 8 Listens to and understand increasingly complex language

<ul style="list-style-type: none"> • appears to watch or listen, quiets self, turns toward conversation 	<p>8a. Comprehends language Objective 8a.2 Shows an interest in the speech of others</p> <p>Objective 10 Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
<p>Reacts to new voices or sounds by becoming more quiet or active:</p> <ul style="list-style-type: none"> • startles or cries at loud sounds, shows different responses to tones of voice, looks for source of sounds 	<p>Objective 1 Regulates own emotions and behaviors</p> <p>1b Follows limits and expectations Objective 1b.2 Responds to changes in an adult’s tone of voice and expression</p> <p>Objective 10 Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
<p>Goal Topic</p> <p>Language Expression (Expressive/Productive Communication)</p> <p>The use of sounds, gestures, words, phrases or sentences to express self. Initial language development occurring within the context of relationship. <i>Note: Refers to mode of communication in which the child is most fluent including the child’s primary language, sign language or assistive communication devices.</i></p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Initiates communication with caregiver: maintains eye contact:</p> <ul style="list-style-type: none"> • looks intently at caregiver • cries, grunts or makes loud sounds to seek caregiver assistance • smiles or gestures to initiate social contact • moves body in anticipation of being picked up 	<p>Objective 9 Uses language to express thoughts and needs</p> <p>9a Uses an expanding and expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>

<p>Makes a variety of repetitive sounds or gestures: babbles and coos; pairs consonants and vowels with repetition such as “ma” or “da”; uses hands to express self.</p>	<p>Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate Objective 9 Uses language to express thoughts and needs 9b Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</p>
<p>Goal Topic Emergent Literacy The acquisition of skills such as looking, gesturing, recognizing and understanding pictures and symbols, handling books, and scribbling—laying the groundwork for conventional reading and writing.</p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>With a responsive adult, looks at and attends to pictures of other babies or faces.</p>	<p>Objective 17 Demonstrates knowledge of print and its uses 17a Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
<p>Looks at books, pats the pictures, brings book to mouth.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment Objective 17 Demonstrates knowledge of print and its uses 17a Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
<p>Kicks feet or moves arms in response to music.</p>	<p>Objective 34 Explores musical concepts and expression</p>
<p>Listens and attends to repetitions of culturally and linguistically familiar words, songs or rhymes.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds Objective 34 Explores musical concepts and expression</p>
<p>Uses signs or gestures in response to adult’s conversation with them about photos of familiar people.</p>	<p>Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>

Birth to 8 months

Standard Domain

Physical Development and Health

<p>Goal Topic</p> <p>Perceptual Development</p> <p>Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.</p>	
Indicator	Objectives for Development and Learning
Reflexes at birth: stepping, palmar grasp, startle reflex, rooting and sucking, hand-to-mouth, and moves arms in swimming motion.	<p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p> <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
Reflexes that develop after birth: bicycle kicking, body follows turn of head, and protects self when falling.	<p>Objective 4 Demonstrates traveling skills</p> <p>Objective 4.2 Moves to explore immediate environment</p>
Initially visual system immature (attentive to objects of contrasting colors).	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11a Attends and Engages</p> <p>Objective 11a.2 Pays attention to sights and sounds</p>
Increased ability to detect detail and coordinate visual information from each eye.	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11a Attends and Engages</p> <p>Objective 11a.2 Pays attention to sights and sounds</p>

Infant may become fixated visually.	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds
Preference for slower, high pitched sounds.	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds
Can distinguish parents' voice from that of a stranger.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
Shows enjoyment of motion such as rocking, jiggling, bouncing, or being carried around.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
Can distinguish smell of mother from others.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
Respond to what they see (i.e. move toward desired person or object, look for source of noise).	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds
Begins to show taste preference.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs Objective 29 Demonstrates knowledge about self

<p>Goal Topic</p> <p>Gross Motor</p> <p>Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.</p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Exhibits beginning stages of large muscle control:</p> <ul style="list-style-type: none"> • head control, lifts chin, lifts head, lifts both head and shoulders, supports self on flexed elbows 	<p>Objective 4 Demonstrates traveling skills</p> <p>Objective 4.2 Moves to explore immediate environment</p>
<p>Coordination of muscle control:</p> <ul style="list-style-type: none"> • turns from back to stomach and stomach to back, moves by rolling, inches forward on stomach or back, unsupported, begins bouncing when held 	<p>Objective 4 Demonstrates traveling skills</p> <p>Objective 4.2 Moves to explore immediate environment</p>
<p>Begins to use arms and legs purposefully:</p> <ul style="list-style-type: none"> • claps hands, pounds on things, kicks at objects, holds arms out for jacket or so shirt can be taken of 	<p>Objective 6 Demonstrates gross-motor manipulative skills</p> <p>Objective 6.2 Reaches, grasps, and releases objects</p>

Goal Topic Fine Motor Eye-hand or skilled sensory coordination of small muscles.	
Indicator	Objectives for Development and Learning
Stares at objects, especially faces; begins to coordinate eyes	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds
Grasp reflex diminishing.	
Reaches for objects with both arms, but hands are fist-ed: <ul style="list-style-type: none"> reaches with one arm and grasps at will, grasps – releases – “re-grasps” and releases again, begins to grasp with thumb and forefinger 	Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
Brings objects to mouth	Objective 7 Demonstrates fine-motor strength and coordination 7a Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
Beginning eye hand coordination: <ul style="list-style-type: none"> Transfers object from one hand to another 	Objective 7 Demonstrates fine-motor strength and coordination 7a Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
Follows slow moving object with eyes	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds

<p>Goal Topic</p> <p>Self-Help and Adaptive Skills</p> <p>Uses motor skills to show adaptation and self-regulation strategies. Expresses physical needs verbally or non-verbally. Begins to participate in physical care routines.</p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Displays signs of self-comforting:</p> <ul style="list-style-type: none"> Sucks thumb to pacify self 	<p>Objective 1 Regulates own emotions and behaviors</p> <p>1a Manages feelings</p> <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
<p>Shows signs of self-feeding:</p> <ul style="list-style-type: none"> begins to hold own bottle/cup, begins to feed self with fingers 	<p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p> <p>Objective 1c.4 Seeks to do things for self</p>
<p>Alerts caregiver in own way when physically uncomfortable:</p> <ul style="list-style-type: none"> hungry, tired, wet pants, etc. 	<p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p> <p>Objective 1c.2 Indicates needs and wants; participates as adult attends</p>

Birth to 8 months

Standard Domain

Cognitive Development

Goal Topic Exploration and Inquiry Experiencing the properties of things, developing curiosity, and inquiring about the world around them.	
Indicator	Objectives for Development and Learning
Displays reflexes that set the stage for sensory exploration toward intellectual development: <ul style="list-style-type: none"> • turns head toward nipple • grasps finger of caregiver when placed in palm 	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
Directs attention towards caregiver's face or voice: <ul style="list-style-type: none"> • gazes at caregiver's face during feeding 	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
Directs attention toward objects: <ul style="list-style-type: none"> • reaches and grasps for objects or stares at them • reacts to new objects, voices, sounds and touch by becoming more active or quiet 	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds

<p>Goal Topic</p> <p>Concept Development and Working Memory</p> <p>Understanding cause and effect, object permanence, developing memory skills, imitation, use of tools and the beginnings of representational thought.</p>	
Indicator	Objectives for Development and Learning
<p>Uses sight, hearing and touch to examine an item to learn about it:</p> <ul style="list-style-type: none"> mouths, bangs, grasps, releases and re-grasps 	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11d Shows curiosity and motivation</p> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
<p>Looks for or orients toward dropped object:</p> <ul style="list-style-type: none"> looks down when drops toy from a table 	<p>Objective 12 Remembers and connects experiences</p> <p>12a Recognizes and recalls</p> <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
<p>Repeats a pleasing sight, sound, or motion to show enjoyment and a desire to continue:</p> <ul style="list-style-type: none"> looks towards a musical toy to continue interaction 	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11b Persists</p> <p>Objective 11b.2 Repeats actions to obtain similar results</p>
<p>Repeats a previously successful sound or motion:</p> <ul style="list-style-type: none"> kicks or swats mobile and repeats over days and week continues to bang an object to repeat a sounds 	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11b Persists</p> <p>Objective 11b.2 Repeats actions to obtain similar results</p>
<p>Imitates sounds and gestures.</p>	<p>Objective 9 Uses language to express thoughts and needs</p> <p>9a Uses an expanding and expressive vocabulary</p> <p>Objective 9a.2 Vocalizes and gestures to communicate</p>
<p>Finds hidden objects:</p>	<p>Objective 12 Remembers and connects experiences</p>

<ul style="list-style-type: none"> uncovers a partially hidden toy under a blanket or cloth 	<p>12a Recognizes and recalls</p> <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
<p>Goal Topic</p> <p>Reflection and Problem-Solving</p> <p>Begins to use reasoning and planning ahead to solve problems using a variety of strategies.</p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11c Solves problems</p> <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
<p>Anticipates being lifted and moves body accordingly:</p> <ul style="list-style-type: none"> stiffens body in preparation for being lifted stretches arms up toward caregiver tries to lift head toward caregiver 	<p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p> <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
<p>Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11c Solves problems</p> <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>

<p>Goal Topic</p> <p>Mathematical Thinking</p> <p>Discovering mathematical concepts such as sequencing, size, shape, numbers, amounts of items, spatial relations, patterns</p>	
Indicator	Objectives for Development and Learning
<p>Observes and feels the sequence of simple daily routines:</p> <ul style="list-style-type: none"> rocking to sleep riding in a stroller listening to an adult voice reading or singing 	<p>Objective 22 Compares and Measures</p> <p>22b. Measures time and money</p> <p>Objective 22b.2 Knows usual sequence of basic daily events</p>
<p>Explores special relationships with objects:</p> <ul style="list-style-type: none"> picks up different sized balls 	<p>Objective 7 Demonstrates fine-motor strength and coordination</p> <p>7a Uses fingers and hands</p> <p>Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>
<p>Places shapes into shape sorter (not always in the correct space)</p>	<p>Objective 21 Explores and describes spatial relationships and shapes</p> <p>21b Understands shapes</p> <p>Objective 21b.2 Matches two identical shapes</p>
<p>Demonstrates understanding of simple number concepts:</p> <ul style="list-style-type: none"> uses sign language to ask for “More” of something takes two crackers when prompted, “Take two crackers” 	<p>Objective 20 Uses number concepts and operations</p> <p>20b Quantifies</p> <p>Objective 20b.2 Demonstrates understanding of the concept of one, two, and more</p>
<p>Uses sensorimotor exploration to experience various textures, patterns, sounds, and smells.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11d Shows curiosity and motivation</p> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>

<p>Goal Topic</p> <p>Scientific Reasoning</p> <p>To observe, explore, discover, and engage in natural experiences to build the foundation for science learning.</p>	
Indicator	Objectives for Development and Learning
<p>Explores properties of items by mouthing them:</p> <ul style="list-style-type: none"> explores large pop beads by putting them in their mouth 	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11d Shows curiosity and motivation</p> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
<p>Uses senses to investigate the natural environment around them: looks outward and watches leaves blowing in the wind</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11d Shows curiosity and motivation</p> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
<p>Begins to look for objects that are “hidden” or become “out of sight”.</p>	<p>Objective 12 Remembers and connects experiences</p> <p>12a Recognizes and recalls</p> <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>

<p>Goal Topic</p> <p>Social Studies Learning</p> <p>Attention to and exploration of the world around them as it authentically affects them. Learning about their family culture and the cultures of others in the classroom or community.</p>	
Indicator	Objectives for Development and Learning
<p>Engages in immediate and deferred imitation of facial expressions:</p> <ul style="list-style-type: none"> smiles back at caregiver smiles when familiar adult re-enters room responds by patting mirror when sees own image reflected 	<p>Objective 2 Establishes and sustains positive relationships</p> <p>2b Responds to emotional cues</p> <p>Objective 2b.2 Reacts to others' emotional expressions</p> <p>Objective 29 Demonstrates knowledge about self</p>
<p>Begins to notice differences in faces or adults.</p>	<p>Objective 12 Remembers and connects experiences</p> <p>12a Recognizes and recalls</p> <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
<p>Begins to notice new items in the environment.</p>	<p>Objective 12 Remembers and connects experiences</p> <p>12a Recognizes and recalls</p> <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>

6 to 18 months

Standard Domain

Social and Emotional Development

Goal Topic

Trust and Emotional Security (Emotional Functioning)

Development of the ability to express and manage a range of emotions, recognize and interpret the emotions of others, and express care and concern towards others. *Note: This is an extremely important topic to be explored and experienced with children. Labeling and accepting ALL feelings throughout the day will support children's development in many ways.*

Indicator	Objectives for Development and Learning
Expresses a variety of emotions and modifies expression according to the reactions of familiar adults.	Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
Looks to/seeks comfort from familiar adults when distressed and accepts reassurance	Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
Responds to others' emotional expressions by: <ul style="list-style-type: none">• sharing emotional reactions – smiling when adult smiles, showing excitement when other children are excited• looks sad or concerned when another child is crying; may offer soft toy, blanket, or food	Objective 2 Establishes and sustains positive relationships 2b Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
Displays confidence that needs will be met by caregiver,	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately

evidenced by child watching and waiting a short time for caregiver to meet the recognized need.	Objective 1c.2 Indicates needs and wants; participates as adult attends to needs Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
Goal Topic Self-Regulation Development of the ability to regulate emotions and mood.	
Indicator	Objectives for Development and Learning
Comforts self by: <ul style="list-style-type: none"> sucking on fingers retrieving a familiar object engaging in a familiar routine utilizing quiet space in classroom when needed 	Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
Expresses own needs: <ul style="list-style-type: none"> gestures when hungry grabs blanket when tired calls to engage caregiver 	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
Anticipates and participates in routine activities: <ul style="list-style-type: none"> lifts arms when dressing holds out cup 	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
Can be restless and determined creating conflicted needs which can lead to power struggles emerging (Example: child is tired but doesn't want to stop playing).	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

Goal Topic	
Sense of Self, Self-Awareness, and Self-Concept	
Emerging awareness of self and others; understanding that the self is a separate being with connectedness to others and a growing ability to make independent decisions and choices.	
Indicator	Objectives for Development and Learning
Points to or indicates parts of the body when asked.	Objective 29 Demonstrates knowledge about self
Express thoughts and feelings by saying “no!”	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
Begins to recognize and respond to own name (example: gestures at sound of name or vocalizes at sound of name).	Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language Objective 8a.2 Shows an interest in the speech of others Objective 29 Demonstrates knowledge about self
Recognizes familiar people in addition to immediate family or primary caregiver.	Objective 12 Remembers and connects experiences 12a Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Uses name to refer to significant people; for example, “Mama” or Papa”	Objective 9 Uses language to express thoughts and needs 9b Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
Shows distress when preferred people don’t interact with them	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
Shows signs of mastery; for example, laughs at own cleverness or is frustrated when unable to do something.	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen Objective 29 Demonstrates knowledge about self

Goal Topic	
Relationships with Adults	
The developing ability to respond, become attached to and engage with adults.	
Indicator	Objectives for Development and Learning
Forms attachment with primary caregiver; more easily soothed, studies the face, attends longer to caregiver's facial expressions.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
Distinguishes between familiar and unfamiliar adults.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
Exhibits separation anxiety, cries briefly when separated from parent or caregiver.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
Feels secure to explore environment in presence of primary caregiving adult.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
Plays away from the primary caregiver and then moves close to him or her from time to time to check in.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
When distressed child seeks to be physically close to primary caregiver.	Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
Imitates sequence of events after seeing the sequence completed by a caregiving adult; for example,	Objective 14 Uses symbols and images to represent something not present 14b Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props

read a story to a doll or put a teddy to bed.	
Goal Topic Relationships with Children Noticing, relating with and becoming attached to people around the child's own age.	
Indicator	Objectives for Development and Learning
Plays side-by-side with another child.	Objective 2 Establishes and sustains positive relationships 2c Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
Matches emotions with a peer's emotions.	Objective 2 Establishes and sustains positive relationships 2b Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
Participates in spontaneous interactions with peers and exhibits enjoyment.	Objective 2 Establishes and sustains positive relationships 2c Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
Influences and responds to a peer's behavior in a simplistic manner; for example, handing a playmate a doll.	Objective 2 Establishes and sustains positive relationships 2c Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
Begins to show preference among play partners, often hugging or touching them.	Objective 2 Establishes and sustains positive relationships 2d Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
Knows the names of peers when they are referred to.	Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
Knows the family members of frequent playmates.	8a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted

6 to 18 months

Standard Domain

Approaches to Learning

Goal Topic Engagement and Persistence Continues to work at tasks or activities even when challenged. Engages and explores thoroughly and tries to solve problems.	
Indicator	Objectives for Development and Learning
Looks out the window for a familiar caregiver to return.	Objective 12 Remembers and connects experiences 12a Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Uses several different ways to get a toy when it's out of reach.	Objective 11 Demonstrates Positive Approaches to Learning 11c Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
Reaches for caregiver's hands to continue game/song: <ul style="list-style-type: none">• Peek-A-Boo• Pat-A-Cake• Twinkle, Twinkle	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Continues to feed self even when having difficulty.	11b Persists Objective 11b.4 Plans an activity many times until successful

Goal Topic Initiative and Curiosity Shows interest and engages in active exploration (visual, auditory, tactile) of self, objects, and surroundings. Develops ability to engage others in interaction	
Indicator	Objectives for Development and Learning
Lifts arms up in order to be picked up by caregiver	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
Gets a favorite book and brings to caregiver to read.	Objective 17 Demonstrates knowledge of print and its uses 17a Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Shows preference for: <ul style="list-style-type: none"> • certain foods • toys • activities 	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self Objective 29 Demonstrates knowledge about self
Willing to approach new people, things and experiences.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
Shows enthusiasm for exploring and learning (clap, smile).	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

Goal Topic Creativity Explores new experiences in a familiar setting. Develops ability to invent, pretend and try new things.	
Indicator	Objectives for Development and Learning
Bangs on pots and pans with a spoon to make noise then tries the same action on other objects	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
Uses familiar objects in pretend play and imitates sounds the objects make: animal figures, puppets, other items (cars, trucks, etc.)	Objective 14 Uses symbols and images to represent something not present 14b Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
Begins to move to the music of varying rhythms, tempos, and types.	Objective 34 Explores musical concepts and expression
Uses a colorful scarf in different ways such as dancing, waving it or using it as a blanket.	Objective 35 Explores dance and movement concepts
Begins to focus attention on one activity or toy for a short period of time.	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Engages in “dump and fill” with items.	Objective 11 Demonstrates Positive Approaches to Learning 11b Persists Objective 11b.2 Repeats actions to obtain similar results
Begins to explore expression with art implements:	Objective 19 Demonstrates writing skills 19a Writes name Objective 19a.2 Makes scribbles or marks Objective 33 Explores the visual arts

<ul style="list-style-type: none"> • scribbling with large crayons • creating markings in finger paint • molding playdough 	
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6 to 18 months

Standard Domain

Early Language and Literacy

<p>Goal Topic</p> <p>Language Comprehension (Receptive Language)</p> <p>Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. <i>Note: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication devices.</i></p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Responds with gestures or vocal signals to familiar words:</p> <ul style="list-style-type: none"> • responds to own name • turns to look at familiar person/object/pet when named • understands simple phrases as "byebye", "hot", etc. • points or reaches to familiar objects when named as in body 	<p>Objective 8 Listens to and understand increasingly complex language</p> <p>8a. Comprehends language</p> <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p> <p>Objective 8 Listens to and understand increasingly complex language</p> <p>8b Follows directions</p> <p>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>

parts, favorite toys, family pictures	
Understands simple one step requests such as “Get your blanket”, “Give me your cup”.	<p>Objective 8 Listens to and understand increasingly complex language 8b Follows directions Objective 8b.4 Responds to simple verbal requests not accompanied by gestures</p>
Looks to adult for messages about appropriate or inappropriate behavior.	<p>Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations Objective 1b.4 Accepts redirection from adults</p> <p>Objective 8 Listens to and understand increasingly complex language 8b Follows directions Objective 8b.4 Responds to simple verbal requests not accompanied by gestures</p>
Attends to and enjoys listening to adult voices: rhymes, songs, short stories, imitation games such as pat-a-cake.	<p>Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language Objective 8a.2 Shows an interest in the speech of others</p>
<p>Goal Topic</p> <p>Language Expression (Expressive/Productive Communication)</p> <p>The use of sounds, gestures, words, phrases or sentences to express self. Initial language development occurring within the context of relationship. <i>Note: Refers to mode of communication in which the child is most fluent including the child’s primary language, sign language or assistive communication devices.</i></p>	
Indicator	Objectives for Development and Learning
<p>Uses physical gestures or sounds to get help from adult:</p> <ul style="list-style-type: none"> gazes between adult and desired item, tugs or pulls on caregiver moves, points or motions to object out of reach 	<p>Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p> <p>Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>

<ul style="list-style-type: none"> expresses own needs such as hunger or wanting comfort item 	
<p>Expresses self with movement or facial expressions: shakes head “no”; nods “yes”; smiles; frowns.</p>	<p>Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
<p>Takes turns in back-and-forth verbal play with caregiver that mimics a conversation. Responds to caregiver’s speech by babbling/uttering in reply.</p>	<p>Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
<p>Moves toward expression of identifiable words:</p> <ul style="list-style-type: none"> jargon has melody and inflection imitates familiar words/sounds begins expressing clearly words like “mama”, “dada”, “bye-bye”, “no”, “baba”(bottle) 	<p>Objective 9 Uses language to express thoughts and needs 9b Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
<p>Goal Topic</p> <p>Emergent Literacy</p> <p>The acquisition of skills such as looking, gesturing, recognizing and understanding pictures and symbols, handling books, and scribbling-laying the groundwork for conventional reading and writing.</p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Exhibits increased participation when books are read:</p> <ul style="list-style-type: none"> points makes sounds vocalizes smiles 	<p>Objective 17 Demonstrates knowledge of print and its uses 17a Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>

<ul style="list-style-type: none"> • turns page 	
Makes motions for familiar games, rhymes, songs or finger plays.	<p>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition</p> <p>15a Notices and discriminates rhyme</p> <p>Objective 15a.2 Joins in rhyming songs and games</p>
<p>Begins to “use” communication tools during imitative play:</p> <ul style="list-style-type: none"> • uses phone or book • grasps marker or crayon 	<p>Objective 14 Uses symbols and images to represent something not present</p> <p>14b Engages in sociodramatic play</p> <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
Makes marks on paper	<p>Objective 7 Demonstrates fine-motor strength and coordination</p> <p>7b Uses writing and drawing tools</p> <p>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</p> <p>Objective 19 Demonstrates writing skills</p> <p>19a Writes name</p> <p>Objective 19a.2 Makes scribbles or marks</p>

6 to 18 months

Standard Domain

Physical Development and Health

Goal Topic

Perceptual Development

Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.

Indicator

Objectives for Development and Learning

Continue to integrate information gathered from the senses:

- shows increased ability to concentrate and begin to show sustained interest in people, objects and activities
- shows increased desire to explore sensory information
- oral exploration of objects decreases with age
- shows increased enjoyment of varieties of sensory information

Objective 11 Demonstrates Positive Approaches to Learning

11a Attends and Engages

Objective 11a.2 Pays attention to sights and sounds

Visual information more refined:

- depth perception established; seeks and responds to increased visual stimulation

Objective 11 Demonstrates Positive Approaches to Learning

11a Attends and Engages

Objective 11a.2 Pays attention to sights and sounds

Hearing information more refined: ability to discriminate sounds in a noisy setting.

Objective 11 Demonstrates Positive Approaches to Learning

11a Attends and Engages

Objective 11a.2 Pays attention to sights and sounds

<p>Goal Topic</p> <p>Gross Motor</p> <p>Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.</p>	
Indicator	Objectives for Development and Learning
<p>Exhibits increasing control of large muscles and body movement:</p> <ul style="list-style-type: none"> sits up, crawls or creeps, pulls to stand, cruises while holding on to furniture, stands alone, climbs out of crib, walks alone, runs with a wide stance, walks upstairs holding a hand, stops and walks backwards a few steps, climbs simple structures 	<p>Objective 4 Demonstrates traveling skills</p> <p>Objective 4.2 Moves to explore immediate environment</p>
<p>Uses arms and legs with increasing purposefulness:</p>	<p>Objective 6 Demonstrates gross-motor manipulative skills</p> <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
<p>Throws, carries, pushes, pulls, dumps objects, scoots on or rides wheel toys without pedals</p>	<p>Objective 6 Demonstrates gross-motor manipulative skills</p> <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
<p>Goal Topic</p> <p>Fine Motor</p> <p>Eye-hand or skilled sensory coordination of small muscles.</p>	
Indicator	Objectives for Development and Learning
<p>Scoops up and takes with hand to manipulate or pick up objects, sand, food, etc.</p>	<p>Objective 7 Demonstrates fine-motor strength and coordination</p> <p>7a Uses fingers and hands</p>

	Objective 7a.4 Uses fingers and whole-arm movements to manipulate and explore objects
Brings two blocks together to make noise.	Objective 7 Demonstrates fine-motor strength and coordination 7a Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
Uses thumb and forefinger to pick up small items.	Objective 7 Demonstrates fine-motor strength and coordination 7a Uses fingers and hands Objective 7a.4 Uses fingers and whole-arm movements to manipulate and explore objects
Handles a cup or spoon for self-feeding.	Objective 7 Demonstrates fine-motor strength and coordination 7a Uses fingers and hands Objective 7a.4 Uses fingers and whole-arm movements to manipulate and explore objects
Begins to show preference for one hand.	Objective 7 Demonstrates fine-motor strength and coordination 7a Uses fingers and hands Objective 7a.4 Uses fingers and whole-arm movements to manipulate and explore objects Objective 29 Demonstrates knowledge about self
Undresses self and unties shoes.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
Can turn pages of a board book	Objective 7 Demonstrates fine-motor strength and coordination 7a Uses fingers and hands Objective 7a.4 Uses fingers and whole-arm movements to manipulate and explore objects

Goal Topic	
Self-Help and Adaptive Skills	
Uses motor skills to show adaptation and self-regulation strategies. Expresses physical needs verbally or non-verbally. Begins to participate in physical care routines.	
Indicator	Objectives for Development and Learning
Making progress with self-feeding.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
Shows interest in dressing self: <ul style="list-style-type: none"> pushes arm through sleeve, takes clothes off, unties shoes 	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
Shows interest in toileting at end of this stage: <ul style="list-style-type: none"> watches others engaged in toileting, explores sitting on potty chair 	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
Shows interest in helping with chores, mimics adult behavior.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
Makes attempts at self-help: <ul style="list-style-type: none"> takes off socks pulls on bib 	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

6 to 18 months

Standard Domain

Cognitive Development

Goal Topic	
Exploration and Inquiry	
Experiencing the properties of things, developing curiosity, and inquiring about the world around them.	
Indicator	Objectives for Development and Learning
Manipulates, visually inspects, feels and mouths things in the environment: <ul style="list-style-type: none"> • moves toward toy • bangs on table with toy • fingers and inspects object 	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
Takes time to investigate and may protest when play is interrupted.	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Can use several senses at once to explore the environment: <ul style="list-style-type: none"> • mouths, then holds toy at a distance • shakes and then throws ball 	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
Looks at and explores how a material reacts when acted upon: <ul style="list-style-type: none"> • water added to the sand table • popping bubbles with hands and feet 	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

Goal Topic	
Concept Development and Working Memory	
Understanding cause and effect, object permanence, developing memory skills, imitation, use of tools and the beginnings of representational thought.	
Indicator	Objectives for Development and Learning
Remembers location of favorite object: <ul style="list-style-type: none"> • asks for objects out of sight • persists in search for a desired object when it is hidden 	Objective 12 Remembers and connects experiences 12a Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Remembers games and toys from the previous day.	Objective 12 Remembers and connects experiences 12a Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Anticipates people’s return, time for nap, etc. within context of daily routine.	Objective 22 Compares and Measures 22b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
Imitates actions across a change in context; beginning of ability to fantasize and role-play: <ul style="list-style-type: none"> • imitates mom on the phone when at child care setting • uses another object or person as a tool: • asks to be picked up to reach something • rolls toward a toy to reach it 	Objective 14 Uses symbols and images to represent something not present 14b Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
Understands “more” in reference to food or simple play:	Objective 20 Uses number concepts and operations 20b Quantifies Objective 20b.2 Demonstrates understanding of the concept of one, two, and more

<ul style="list-style-type: none"> • responds appropriately when asked if child wants more crackers 	
<p>Goal Topic</p> <p>Reflection and Problem-Solving</p> <p>Begins to use reasoning and planning ahead to solve problems using a variety of strategies.</p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Begins to focus attention on one activity or toy for a short period of time.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11a Attends and Engages</p> <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
<p>Explores how to make something happen again or how something works by doing actions over and over again:</p> <ul style="list-style-type: none"> • repeatedly filling a container and emptying it out 	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11b Persists</p> <p>Objective 11b.2 Repeats actions to obtain similar results</p>
<p>Tries different solutions to everyday problems until discovering one that works.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11c Solves problems</p> <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
<p>May try the same strategy multiple times even if it is not working.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11c Solves problems</p> <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>

Goal Topic	
Mathematical Thinking	
Discovering mathematical concepts such as sequencing, size, shape, numbers, amounts of items, spatial relations, patterns	
Indicator	Objectives for Development and Learning
Follows simple directions related to position: <ul style="list-style-type: none"> puts toys “in” basket after prompted 	Objective 21 Explores and describes spatial relationships and shapes 21a Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
Uses simple nesting or stacking toys: <ul style="list-style-type: none"> nects three or four cups stacks three or four cups or foam blocks 	Objective 22 Compares and Measures 22a Measures objects Objective 22a.2 Makes simple comparisons between two objects
Groups a few objects by shape, color or size: <ul style="list-style-type: none"> finds two or three toys that have the same simple shape, color 	Objective 13 Uses classification skills Objective 13.2 Matches similar objects
Understands time words such as “after,” “before”: <ul style="list-style-type: none"> “Before we go outside, we have to put on your coat.” explores spatial relationships: Attempts to fit own body in boxes, tunnels 	Objective 22 Compares and Measures 22a Measures objects Objective 22a.2 Makes simple comparisons between two objects Objective 22 Compares and Measures 22b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
Solves simple manipulative problems: <ul style="list-style-type: none"> crawls or walks around a toy 	Objective 11 Demonstrates Positive Approaches to Learning 11c Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

<p>Goal Topic</p> <p>Scientific Reasoning</p> <p>To observe, explore, discover, and engage in natural experiences to build the foundation for science learning.</p>	
Indicator	Objectives for Development and Learning
<p>Investigates new phenomena:</p> <ul style="list-style-type: none"> reaches out to touch rain stops play to watch a novel element in the environment 	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11d Shows curiosity and motivation</p> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
<p>Shows basic awareness of cause and immediate effect:</p> <ul style="list-style-type: none"> opens and closes, presses button to make sounds 	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11b Persists</p> <p>Objective 11b.2 Repeats actions to obtain similar results</p>
<p>Uses trial and error method effectively:</p> <ul style="list-style-type: none"> successfully pushes buttons on a pop-up toy uses shape sorter with some success 	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11b Persists</p> <p>Objective 11b.2 Repeats actions to obtain similar results</p>

<p>Goal Topic</p> <p>Social Studies Learning</p> <p>Attention to and exploration of the world around them as it authentically affects them. Learning about their family culture and the cultures of others in the classroom or community.</p>	
Indicator	Objectives for Development and Learning
<p>Demonstrates knowledge about self:</p> <ul style="list-style-type: none"> begins to show preference towards adults 	<p>Objective 29 Demonstrates knowledge about self</p>

<ul style="list-style-type: none"> recognizes items that belong to them (bottle, blanket, etc.) 	
<p>Reacts and responds to new environments (i.e. falls asleep in car and wakes up in a shopping mall).</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds</p>
<p>Shows curiosity and points to new items in the environment.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
<p>Reacts and responds to changes in familiar adults (i.e. mom cuts hair, dad shaves beard, etc.).</p>	<p>Objective 12 Remembers and connects experiences 12a Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>

16 to 36 months

Standard Domain

Social and Emotional Development

Goal Topic

Trust and Emotional Security (Emotional Functioning)

Development of the ability to express and manage a range of emotions, recognize and interpret the emotions of others, and express care and concern towards others. *Note: This is an extremely important topic to be explored and experienced with children. Labeling and accepting ALL feelings throughout the day will support children's development in many ways.*

Indicator	Objectives for Development and Learning
Self-conscious emotions appear: shame, embarrassment, guilt, pride.	Objective 29 Demonstrates knowledge about self
Shows understanding of some emotional expressions by: <ul style="list-style-type: none">• labeling them• asking questions about them• responding appropriately (verbally or non-verbally)	Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.4 Names familiar people, animals, and objects
May use artistic tools for emotional expression.	Objective 33 Explores the visual arts
Expresses empathy toward other children or adults.	Objective 2 Establishes and sustains positive relationships 2b Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
Begins to express feelings of anger and frustration: tells friends "I don't like that!"	Objective 3 Participates cooperatively and constructively in group situations 3b Solves social problems Objective 3b.2 Expresses feelings during a conflict
Has an expectation that the caregiver will provide what is needed in most situations.	Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.4 Comforts self by seeking out special object or person

Goal Topic

Self-Regulation

Development of the ability to regulate emotions and mood.

Indicator

Objectives for Development and Learning

Shows impulse control by:

- beginning to understand their role in play (need to wait for a turn for a toy)
- tolerating brief wait times or delays
- anticipates and follows routines when prompted:
- helps with clean up
- gets ready to go for a walk
- joins group time for dancing, stories, etc.
- begins to dress themselves as part of daily routines, even though it may take longer

Objective 1 Regulates own emotions and behaviors

1a Manages feelings

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

Begins to manage and adjust actions and behavior with the guidance of familiar adults:

- using words or signs such as “no” or “stop” during conflict
- let’s a trusted adult know when hungry, tired or

Objective 3 Participates cooperatively and constructively in group situations

3b Solves social problems

Objective 3b.2 Expresses feelings during a conflict

Objective 3b.4 Seeks adult help to solve social problems

needing assistance with a peer	
<p>Goal Topic</p> <p>Sense of Self, Self-Awareness, and Self-Concept</p> <p>Emerging awareness of self and others; understanding that the self is a separate being with connectedness to others and a growing ability to make independent decisions and choices.</p>	
Indicator	Objectives for Development and Learning
Recognizes own image in the mirror or photo and understands that it is self.	Objective 29 Demonstrates knowledge about self
Says own name when asked and names others in family.	<p>Objective 9 Uses language to express thoughts and needs</p> <p>9a Uses an expanding and expressive vocabulary</p> <p>Objective 9a.4 Names familiar people, animals, and objects</p> <p>Objective 29 Demonstrates knowledge about self</p>
Identifies self by gender, for example; "I boy".	Objective 29 Demonstrates knowledge about self
Begins to make comparisons between self and others; for example; "Tommy is boy like me."	<p>Objective 13 Uses classification skills</p> <p>Objective 13.2 Matches similar objects</p>
Uses adjectives to refer to self, for example; "Me big"	<p>Objective 9 Uses language to express thoughts and needs</p> <p>9c Uses conventional grammar</p> <p>Objective 9c.2 Uses one- or two- word sentences or phrases</p>
Communicates, "I do it!" or "No" when caregiver or parent tries to help.	<p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p> <p>Objective 1c.4 Seeks to do things for self</p>
Respect toddlers' valid opinion of saying no.	<p>Objective 3 participates cooperatively and constructively in group situations</p> <p>3a Balances needs and rights of self and others</p> <p>Objective 3a.2 Responds appropriately to other's expressions of wants</p>

Wants to experience the world on own terms; for example, avoids messy materials.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
Uses evaluative words to talk about self, "Me good girl?"	Objective 29 Demonstrates knowledge about self
<p>Goal Topic</p> <p>Relationships with Adults</p> <p>The developing ability to respond, become attached to and engage with adults.</p>	
Indicator	Objectives for Development and Learning
Seeks attention of a special caregiver and communicates "Watch me!" before proudly displaying a new skill.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
Cries and looks for special caregiver after falling.	Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
Tries to influence adult behavior; for example, brings favorite book and expresses "One more?" even though she has just heard "We are all done; time for a nap".	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
Gesturing for one more hug as a parent is leaving for work.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
Uses adult as a resource through words or actions; for example, asks a caregiver for a cracker or for help getting jacket on.	Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

Begins to follow simple instructions or guidance of a caregiver.	Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations Objective 1b.4 Accepts redirection from adults
Goal Topic Relationships with Children Noticing, relating with and becoming attached to people around the child's own age.	
Indicator	Objectives for Development and Learning
Engages in social pretend play with one or two friends and take on roles; for example, pretends to be a dog while a friend pretends to be the owner.	Objective 14 Uses symbols and images to represent something not present 14b Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
Expresses an interest in playing with a particular child.	Objective 2 Establishes and sustains positive relationships 2d Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
Exhibits sadness when a favorite friend is not at school; "When you miss your friend here at school, she misses you too"	Objective 2 Establishes and sustains positive relationships 2d Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
Engages in joint exploration and has begun associative play; for example, attempts to build a block tower with a friend or can wait a short time for "my turn"	Objective 2 Establishes and sustains positive relationships 2c Interacts with peers Objective 2c.4 Uses successful strategies for entering groups Objective 3 participates cooperatively and constructively in group situations 3a Balances needs and rights of self and others Objective 3a.4 Takes turns
Shows concern for a peer who is in distress.	Objective 2 Establishes and sustains positive relationships 2b Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others

Engages in reciprocal play such as run and chase or offer and receive.	<p>Objective 2 Establishes and sustains positive relationships</p> <p>2c Interacts with peers</p> <p>Objective 2c.4 Uses successful strategies for entering groups</p> <p>Objective 3 participates cooperatively and constructively in group situations</p> <p>3a Balances needs and rights of self and others</p> <p>Objective 3a.4 Takes turns</p>
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16 to 36 months

Standard Domain

Approaches to Learning

<p>Goal Topic</p> <p>Engagement and Persistence</p> <p>Continues to work at tasks or activities even when challenged. Engages and explores thoroughly and tries to solve problems.</p>	
Indicator	Objectives for Development and Learning
Empties the entire toy box while looking for a favorite toy.	<p>Objective 12 Remembers and connects experiences</p> <p>12a Recognizes and recalls</p> <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
Turns puzzle piece in a variety of directions to fit into puzzle frame.	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11b Persists</p> <p>Objective 11b.4 Plans an activity many times until successful</p>
Climbs into a box or open cupboard to get toys or objects that are out of reach.	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11c Solves problems</p> <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>

<p>Attempts to put on shoes or coat by self, tries for a while before asking for help.</p>	<p>Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p> <p>Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
<p>Follows after and says “Good-bye” or cries when caregiver is leaving the room or going out of the house.</p>	<p>Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
<p>Overcomes an obstacle in the way of obtaining a desired object.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning 11c Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
<p>Goal Topic Initiative and Curiosity Shows interest and engages in active exploration (visual, auditory, tactile) of self, objects, and surroundings. Develops ability to engage others in interaction</p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Studies people and things around them seeking more information.</p>	<p>Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
<p>Shows interest and/or approaches other children for play.</p>	<p>2c Interacts with peers Objective 2c.4 Uses successful strategies for entering groups</p>
<p>Makes their choices known by talking about what they want and asking questions using:</p> <ul style="list-style-type: none"> • gestures • facial expressions • words 	<p>Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.4 Names familiar people, animals, and objects</p> <p>Objective 9 Uses language to express thoughts and needs 9b Speaks clearly</p>

	Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
Starts to sing a song or move to music and others join in.	Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
Shows interest in trying new experiences and new ways of doing things.	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
Goal Topic Creativity Explores new experiences in a familiar setting. Develops ability to invent, pretend and try new things.	
Indicator	Objectives for Development and Learning
Acts out dramatic play role-play themes with others; engages in make-believe play: <ul style="list-style-type: none"> imitates a dog or cat by crawling and making barking or meowing noises offers a caregiver or peer a pretend snack or drink during play 	Objective 14 Uses symbols and images to represent something not present 14b Engages in sociodramatic play Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles
Uses items for other than intended purpose Carries on an imaginary conversation using: <ul style="list-style-type: none"> a toy telephone baby doll 	Objective 14 Uses symbols and images to represent something not present 14b Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

<ul style="list-style-type: none"> other items (stuffed animal, book, etc.) 	
Participates in music activities and dances with increased rhythm.	Objective 34 Explores musical concepts and expression
Makes silly faces to see other children and adults react.	Objective 11 Demonstrates positive approaches to learning 11e Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
Creatively explores and experiments with sensory mediums, combining different types of materials to make something new.	Objective 14 Uses symbols and images to represent something not present 14a Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is Objective 33 Explores the visual arts
Uses puppets in dramatic play.	Objective 36 Explores drama through actions and language

16 to 36 months

Standard Domain

Early Language and Literacy

Goal Topic	
Language Comprehension (Receptive Language)	
Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. <i>Note: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication devices.</i>	
Indicator	Objectives for Development and Learning
Understands a variety of simple two-step requests and follows	Objective 8 Listens to and understand increasingly complex language 8b Follows directions

multi-step daily routines like handwashing.	Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences.
Understands names for common objects, familiar people, familiar actions.	Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
Understands contrasts such as: <ul style="list-style-type: none"> yes/no, come/go, run/stop, up/ down, fast/slow 	Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
Understands prepositions such as: <ul style="list-style-type: none"> on, in, under, over 	Objective 21 Explores and describes spatial relationships and shapes 21a Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
With adult direction, finds items needed for an activity.	Objective 8 Listens to and understand increasingly complex language 8b Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences.
Shows increased attention span when being read to, listening to rhymes, finger plays, songs of increased complexity.	Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Goal Topic Language Expression (Expressive/Productive Communication) The use of sounds, gestures, words, phrases or sentences to express self. Initial language development occurring within the context of relationship. <i>Note: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication devices.</i>	
Indicator	Objectives for Development and Learning
Uses words or actions to request assistance:	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately

<ul style="list-style-type: none"> • asks for food when hungry • asks for help • may use words to solve conflicts with peers/siblings 	<p>Objective 1c.4 Seeks to do things for self</p> <p>Objective 9 Uses language to express thoughts and needs</p> <p>9a Uses an expanding and expressive vocabulary</p> <p>Objective 9a.4 Names familiar people, animals, and objects</p>
<p>Combines words into simple sentences: “Mommy bye-bye”, “Milk all gone”</p>	<p>Objective 9 Uses language to express thoughts and needs</p> <p>9c Uses conventional grammar</p> <p>Objective 9c.2 Uses one- or two- word sentences or phrases</p>
<p>Asks and answers simple questions: lots of what, why and where questions.</p>	<p>Objective 8 Listens to and understand increasingly complex language</p> <p>8a. Comprehends language</p> <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>Objective 10 Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>Objective 10a.4 Initiates and attends to brief conversations</p>
<p>Uses everyday experiences to build on vocabulary:</p> <ul style="list-style-type: none"> • talks about what they are doing • uses language to convey simple ideas 	<p>Objective 9 Uses language to express thoughts and needs</p> <p>9a Uses an expanding and expressive vocabulary</p> <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
<p>Refers to self by name; uses personal pronouns (I, me, you) with increased proficiency</p>	<p>Objective 9 Uses language to express thoughts and needs</p> <p>9a Uses an expanding and expressive vocabulary</p> <p>Objective 9a.4 Names familiar people, animals, and objects</p> <p>Objective 29 Demonstrates knowledge about self</p>
<p>Vocabulary increases with age; articulation becomes increasingly clearer; may express feelings both physical and emotional.</p>	<p>Objective 9 Uses language to express thoughts and needs</p> <p>9a Uses an expanding and expressive vocabulary</p> <p>Objective 9a.4 Names familiar people, animals, and objects</p> <p>Objective 9 Uses language to express thoughts and needs</p> <p>9b Speaks clearly</p>

	Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual word
Carries on sustained interactions with caregivers.	Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
Goal Topic Emergent Literacy The acquisition of skills such as looking, gesturing, recognizing and understanding pictures and symbols, handling books, and scribbling—laying the groundwork for conventional reading and writing.	
Indicator	Objectives for Development and Learning
Exhibits increased participation with written forms of communication: <ul style="list-style-type: none"> looks at books, magazines as if reading makes sounds that relate to pictures turns pages at the right time 	Objective 18 Comprehends and responds to books and other texts 18b Uses emergent reading skills Objective 18.b2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as clues
Recognizes signs and symbols in the environment: identifies stop sign, labels or logos of familiar places/items; memorizes and repeats phrases of songs, books, rhymes.	Objective 17 Demonstrates knowledge of print and its uses 17b 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 18a Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
Increased understanding of communication tools: <ul style="list-style-type: none"> converses with others using play phone tells others what own scribbles mean 	Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations Objective 19 Demonstrates writing skills 19b Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message

<p>Shows increased attention when being read to:</p> <ul style="list-style-type: none"> • begins to make observations about the use of words and pictures • enjoys stories of increasing complexity 	<p>Objective 18 Comprehends and responds to books and other texts 18a Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refer to pictures</p>
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16 to 36 months

Standard Domain

Physical Development and Health

<p>Goal Topic</p> <p>Perceptual Development</p> <p>Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.</p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Sensory thresholds do not interfere with desire to explore surroundings:</p> <ul style="list-style-type: none"> • continues to show increased ability to concentrate with multiple sensory stimulation present • increased cognitive and motor skills allows increased 	<p>Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>

<p>ability to explore and form meaning from sensory information</p>	
<p>Visual discrimination more refined:</p> <ul style="list-style-type: none"> ability to discriminate finer detail in tandem with cognitive development (i.e. may notice caregiver's earring) 	<p>Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds</p>
<p>Hearing discrimination more refined:</p> <ul style="list-style-type: none"> ability to isolate familiar sounds in tandem with cognitive development (i.e. hears siren outside, points and says, "Fire truck!") 	<p>Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds</p>

<p>Goal Topic</p> <p>Gross Motor</p> <p>Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.</p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Exhibits more control and coordination of large muscle and body movement:</p> <ul style="list-style-type: none"> walks fast, walks on tiptoes, walks backwards, walks 	<p>Objective 4 Demonstrates traveling skills Objective 4.6 Move purposefully from place to place with control.</p> <p>Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulate balls or similar objects with flexible body movements</p>

<p>upstairs holding a railing (or hand), runs with control, climbs well, throws a ball with aim, may jump in place, may balance briefly on 1 foot, rides tricycle</p>	
<p>Uses arms and legs with more purposefulness:</p> <ul style="list-style-type: none"> catches a ball by trapping it with arms and hands, pounds object with intention and precision, creates simple block structures, pushes foot into shoe, takes off shoes 	<p>Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulate balls or similar objects with flexible body movements</p>
<p>Engages in creative movement spontaneously and when prompted by music or adult.</p>	<p>Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving Objective 35 Explores dance and movement concepts</p>
<p>Goal Topic Fine Motor Eye-hand or skilled sensory coordination of small muscles.</p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Uses a crayon to imitate marks/scribble</p>	<p>Objective 7 Demonstrates fine-motor strength and coordination 7b 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</p>
<p>Holds object with one hand and manipulates it with the other:</p>	<p>Objective 7 Demonstrates fine-motor strength and coordination 7a Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements</p>

<ul style="list-style-type: none"> brushes dolls hair, holds and winds a music box 	
Folds blanket, cloth, paper, etc.	Objective 7 Demonstrates fine-motor strength and coordination 7a Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
Pours liquid from small pitcher	Objective 7 Demonstrates fine-motor strength and coordination 7a Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
Shows preference for one hand.	Objective 29 Demonstrates knowledge about self
Puts on easy clothing.	Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
Holds spoon, fork, cup, but may still spill.	Objective 7 Demonstrates fine-motor strength and coordination 7a Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
Can use paintbrush, but doesn't control drips.	Objective 7 Demonstrates fine-motor strength and coordination 7b 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
Can turn pages of a book.	Objective 18 Comprehends and responds to books and other texts 18b Uses emergent reading skills Objective 18.b2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as clues

Goal Topic	
<p>Self-Help and Adaptive Skills</p> <p>Uses motor skills to show adaptation and self-regulation strategies. Expresses physical needs verbally or non-verbally. Begins to participate in physical care routines.</p>	
Indicator	Objectives for Development and Learning
<p>Progressing well with self-feeding and self-serving:</p> <ul style="list-style-type: none"> • holds spoon, fork, cup • feeds self • pours own water from small container • sets items on table and removes after eating 	<p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p> <p>Objective 7 Demonstrates fine-motor strength and coordination</p> <p>7a Uses fingers and hands</p> <p>Objective 7a.6 Uses refined wrist and finger movements</p>
<p>Continues to show interest in dressing:</p> <ul style="list-style-type: none"> • undresses self, puts on clothes (no buttoning), shoes, jacket, hat 	<p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
<p>Shows increased interest and proficiency with toileting skills:</p> <ul style="list-style-type: none"> • willing to use toilet • washes hands after toileting 	<p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
<p>Increased interest in helping with chores and physical care:</p> <ul style="list-style-type: none"> • attends to blowing nose • cleans tables • picks up toys 	<p>Objective 1 Regulates own emotions and behaviors</p> <p>1c Takes care of own needs appropriately</p> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

16 to 36 months

Standard Domain

Cognitive Development

Goal Topic	
Exploration and Inquiry Experiencing the properties of things, developing curiosity, and inquiring about the world around them.	
Indicator	Objectives for Development and Learning
Independently explores the immediate environment to investigate what is there: <ul style="list-style-type: none">• asks about a new toy or explores different textures in the natural environment• searches for a specific toy	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
Tries new activities, materials and equipment: <ul style="list-style-type: none">• unfamiliar art materials• different musical instrument• joins in new song or finger play	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
Uses multiple senses to determine properties of things: <ul style="list-style-type: none">• lifts, shakes and listens• smells, tastes and inquires of caregiver about the item	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

Goal Topic

Concept Development and Working Memory

Understanding cause and effect, object permanence, developing memory skills, imitation, use of tools and the beginnings of representational thought.

Indicator	Objectives for Development and Learning
Uses familiar objects in combination: <ul style="list-style-type: none">uses spoon in bowl, doll in bed, and person in car	Objective 12 Remembers and connects experiences 12a Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Engages in make believe play acting out simple dramatic play themes with others: <ul style="list-style-type: none">"You baby, me momma"pretends to be an animal	Objective 14 Uses symbols and images to represent something not present 14b Engages in sociodramatic play Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles
Recognizes that the words "two, three, four, etc." are numbers: <ul style="list-style-type: none">recites numbers with prompting or adult cuesuses some number words during play or activity: "I want two"	Objective 20 Uses number concepts and operations 20b Quantifies Objective 20b.2 Demonstrates understanding of the concept of one, two, and more
Imitates counting rhymes: <ul style="list-style-type: none">One, Two Buckle My Shoe, Three Little Monkeys	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 15a Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
Shows some understanding of daily time sequence: <ul style="list-style-type: none">time for nap, lunch, outdoor play	Objective 22 Compares and Measures 22b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
Begins to solve simple problems in his or her head:	Objective 11 Demonstrates Positive Approaches to Learning 11c Solves problems

<ul style="list-style-type: none"> • moves a toy to get to another object • stands on block or another object to reach an item 	Objective 11c.6 Solves problems without having to try every possibility
<p>Goal Topic</p> <p>Reflection and Problem-Solving</p> <p>Begins to use reasoning and planning ahead to solve problems using a variety of strategies.</p>	
Indicator	Objectives for Development and Learning
Engages in activities for longer periods of time, including make believe play.	<p>Objective 14 Uses symbols and images to represent something not present</p> <p>14b Engages in sociodramatic play</p> <p>Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles</p>
<p>Tries several times to solve more challenging problems, often using a combination of actions or behaviors:</p> <ul style="list-style-type: none"> • determined to reach the sink and pulls over a block to stand on, then adds a book to make it higher 	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11c Solves problems</p> <p>Objective 11c.4 Observes and imitates how other people solve problems asks for a solution and uses it</p>
<p>Uses experimenting to figure out solutions to everyday problems, including in social situations:</p> <ul style="list-style-type: none"> • two children both want to fit into a small car and agree to take turns 	<p>Objective 3 Participates cooperatively and constructively in group situations</p> <p>3b Solves social problems</p> <p>Objective 3b.6 Suggests solutions to social problems</p>
Begins to develop ability to find a solution using mental representation.	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11c Solves problems</p> <p>Objective 11c.6 Solves problems without having to try every possibility</p>

Goal Topic	
Mathematical Thinking	
Discovering mathematical concepts such as sequencing, size, shape, numbers, amounts of items, spatial relations, patterns	
Indicator	Objectives for Development and Learning
Verbally Counts (not always in the correct order): <ul style="list-style-type: none"> says “one, two, six” 	Objective 20 Uses number concepts and operations 20a Counts Objective 20a.2 Verbally counts (not always in the correct order)
Recognizes and names a few numerals: <ul style="list-style-type: none"> notices numbers within the environment and identifies a few by name 	Objective 20 Uses number concepts and operations 20c Connects numerals with their quantities Objective 20c.2 Recognizes and names a few numerals
Follows simple directions related to proximity: <ul style="list-style-type: none"> set your shoes “beside” your cot for naptime 	Objective 21 Explores and describes spatial relationships and shapes 21a Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
Makes comparisons between two objects: <ul style="list-style-type: none"> identifies the larger object when shown 	Objective 22 Compares and Measures 22a Measures objects Objective 22a.2 Makes simple comparisons between two objects
Shows interest in simple patterns in the environment: <ul style="list-style-type: none"> points to pedestrian crosswalk and says “white, black, white, black” 	Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
Shows interest in patterns and sequences:	Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns

<ul style="list-style-type: none"> attempts to follow a pattern with large beads and string or on a peg board plays matching games 	
Classifies, labels, and sorts objects by characteristics: <ul style="list-style-type: none"> heavy vs. light y color hard vs. Soft large vs. small 	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
Arranges objects in lines: <ul style="list-style-type: none"> makes a row of blocks 	Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
Matches simple shapes: <ul style="list-style-type: none"> using form boards or puzzles - circle, square, triangle 	Objective 21 Explores and describes spatial relationships and shapes 21b Understands shapes Objective 21b.2 Matches two identical shapes
Goal Topic Scientific Reasoning To observe, explore, discover, and engage in natural experiences to build the foundation for science learning.	
Indicator	Objectives for Development and Learning
Fills and empties containers with sand, water, or small toys.	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
Begins to ask “Why” questions to understand specific concepts.	Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas Objective 24 Uses scientific inquiry skills
Begins to notice differences and similarities: <ul style="list-style-type: none"> kiwi is sweet and a lemon is sour 	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

<ul style="list-style-type: none"> • cows and dogs both have four legs 	
<p>Uses simple tools in exploration and inquiry:</p> <ul style="list-style-type: none"> • magnifying glasses • Hammers • tweezers 	<p>Objective 24 Uses scientific inquiry skills Objective 28 Uses tools and other technology to perform tasks</p>
<p>Explores different mediums and their properties:</p> <ul style="list-style-type: none"> • mixing sand and water cornstarch and water 	<p>Objective 24 Uses scientific inquiry skills Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>

<p>Goal Topic</p> <p>Social Studies Learning</p> <p>Attention to and exploration of the world around them as it authentically affects them. Learning about their family culture and the cultures of others in the classroom or community.</p>	
<p>Indicator</p>	<p>Objectives for Development and Learning</p>
<p>Shows basic understanding of people and how they live:</p> <ul style="list-style-type: none"> • imitates example of mother nursing younger sibling 	<p>Objective 14 Uses symbols and images to represent something not present 14b Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else Objective 30 Shows basic understanding of people and how they live</p>
<p>Notices differences between people – gender, skin color, etc.</p>	<p>Objective 30 Shows basic understanding of people and how they live</p>
<p>Seeks opportunities to label new items in the environment.</p>	<p>Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.4 Names familiar people, animals, and objects Objective 11 Demonstrates Positive Approaches to Learning</p>

	<p>11d Shows curiosity and motivation</p> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
Asks questions about new people, materials and places in the environment.	<p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11d Shows curiosity and motivation</p> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p> <p>Objective 31 Explores change related to familiar people or places</p>
Recognizes and seeks familiar places (i.e. stores, doctor’s office etc.).	<p>Objective 12 Remembers and connects experiences</p> <p>12a Recognizes and recalls</p> <p>Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view</p> <p>Objective 30 Shows basic understanding of people and how they live</p>
Shows interest in “helpers’ in the community (fire, police, mail carriers, etc.).	<p>Objective 30 Shows basic understanding of people and how they live</p>