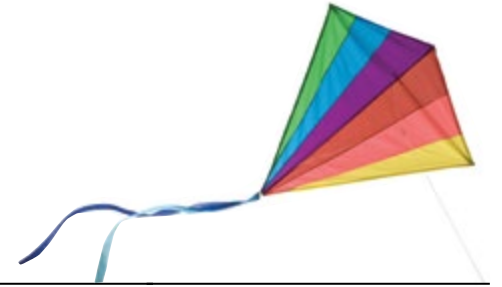


Alignment of



Objectives for Development & Learning



WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

Louisiana's Early Learning and Development Standards (ELDS)

Standards adopted 2025

STRAND		APPROACHES TO LEARNING (Infants (Birth-11 months))
TITLE		Approaches to Learning (AL): Initiative and Curiosity
PERFORMANCE EXPECTATION	AL.1.	Children engage in multiple and varied play-based experiences.
INDICATOR	AL.1.1.0.	<p>Explore objects, materials, and/or people in their immediate environment using their senses. Interact with materials by manipulating them in a variety of ways (e.g., grasp, mouth, bang).</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects</p>
INDICATOR	AL.1.2.0.	<p>Demonstrate interest in others (e.g., turn head toward a familiar voice).</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds Objective 10 Uses appropriate conversational and other communication skills 10b. Uses social rules of language</p>

		Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
INDICATOR	AL.1.3.0.	<p>Meet one's own needs using simple behaviors (e.g., feed oneself finger foods).</p> <p><u>Objectives for Development and Learning</u></p> <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>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>
INDICATOR	AL.1.4.0.	<p>Select a particular material, toy, or place of interest to explore on their own.</p> <p><u>Objectives for Development and Learning</u></p> <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>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>
STRAND		APPROACHES TO LEARNING (Infants (Birth–11 months))
TITLE		Approaches to Learning (AL): Attention, Engagement, and Persistence
PERFORMANCE EXPECTATION	AL.2.	Children engage in activities and tasks with attention, focus, and persistence.
INDICATOR	AL.2.1.0.	<p>Establish eye contact with a familiar person. Attend to new objects and familiar adults in the environment.</p> <p><u>Objectives for Development and Learning</u></p> <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> <p>Objective 10 Uses appropriate conversational and other communication skills</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
INDICATOR	AL.2.2.0.	Intentionally take action to make things happen (e.g., shake a rattle to make noise). Objectives for Development and Learning Objective 11 Demonstrates Positive Approaches to Learning 11b Persists Objective 11b.2 Repeats actions to obtain similar results
STRAND		APPROACHES TO LEARNING (Infants (Birth–11 months))
TITLE		Approaches to Learning (AL): Problem Solving
PERFORMANCE EXPECTATION	AL.3.	Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.
INDICATOR	AL.3.1.0.	Interact with objects in a variety of ways and notice the effects of their own actions. Objectives for Development and Learning Objective 11 Demonstrates Positive Approaches to Learning 11b Persists Objective 11b.2 Repeats actions to obtain similar results Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	AL.3.2.0.	Attend to objects and/or activities in the environment. Objectives for Development and Learning Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	AL.3.3.0.	Solve simple problems and accomplish tasks using gestures, movement, and/or vocalizations (e.g., roll over to reach a toy, cry to express needs).

		<u>Objectives for Development and Learning</u> Objective 11 Demonstrates Positive Approaches to Learning 11c Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Infants (Birth–11 months))
TITLE		Mathematics (CM): Knowledge of Numbers
PERFORMANCE EXPECTATION	CM.1.	Children demonstrate knowledge of numbers and the relationships between numbers and quantities.
INDICATOR	CM.1.1.0.	Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand). <u>Objectives for Development and Learning</u> Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
INDICATOR	CM.1.3.0.	Indicate they want "more" using gestures, sounds, or looks. <u>Objectives for Development and Learning</u> 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 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Infants (Birth–11 months))
TITLE		Mathematics (CM): Patterns and Operations
PERFORMANCE EXPECTATION	CM.2.	Children demonstrate knowledge of patterns and operations.
INDICATOR	CM.2.1.0.	Demonstrate awareness of repeating sequences in everyday routines. <u>Objectives for Development and Learning</u> 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 22 Compares and Measures 22b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Infants (Birth–11 months))
TITLE		Mathematics (CM): Shapes and Spatial Relationships
PERFORMANCE EXPECTATION	CM.4.	Children identify shapes and their properties, and describe the positions of objects in space.
INDICATOR	CM.4.1.0.	Explore various shapes through play. <u>Objectives for Development and Learning</u> 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
INDICATOR	CM.4.5.0.	Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination). <u>Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Infants (Birth–11 months))
TITLE		Science (CS): Scientific Inquiry
PERFORMANCE EXPECTATION	CS.1.	Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.
INDICATOR	CS.1.1.0.	Demonstrate interest in objects, materials, people and/or their environment using their senses. <u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and

		motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Infants (Birth–11 months))
TITLE		Social Studies (CSS)
PERFORMANCE EXPECTATION	CSS.1.	Children demonstrate an awareness of time (past, present, and future) and place within the community.
INDICATOR	CSS.1.1.0.	Demonstrate anticipation of events in daily routines and activities. <u>Objectives for Development and Learning</u> 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 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Infants (Birth–11 months))
TITLE		Social Studies (CSS)
PERFORMANCE EXPECTATION	CSS.2.	Children demonstrate an awareness of themselves as individuals and as members of a family and community.
INDICATOR	CSS.2.1.0.	Demonstrate a preference for familiar versus new individuals. <u>Objectives for Development and Learning</u> Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Infants (Birth–11 months))
TITLE		Creative Arts (CCA): Music and Movement
PERFORMANCE EXPECTATION	CCA.1.	Children engage in multiple and varied music and movement experiences.
INDICATOR	CCA.1.1.0.	Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds.

		<u>Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression
INDICATOR	CCA.1.2.0.	Make sounds and/or music using their bodies, toys, or small, shaker-type instruments. <u>Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Infants (Birth–11 months))
TITLE		Creative Arts (CCA): Visual Arts
PERFORMANCE EXPECTATION	CCA.2.	Children engage in multiple and varied visual arts experiences.
INDICATOR	CCA.2.1.0.	Attend to visual stimuli (e.g., objects with contrasting colors; textured prints). <u>Objectives for Development and Learning</u> Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Infants (Birth–11 months))
TITLE		Creative Arts (CCA): Dramatic Play
PERFORMANCE EXPECTATION	CCA.3.	Children engage in multiple and varied forms of dramatic play.
INDICATOR	CCA.3.1.0.	Imitate behaviors, such as sounds, facial expressions, and gestures, of others. <u>Objectives for Development and Learning</u> Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CCA.3.2.0.	Respond to volume in tones and inflection. <u>Objectives for Development and Learning</u> 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

STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Infants (Birth–11 months))
TITLE		Language Development (LD): Receptive Communication
PERFORMANCE EXPECTATION	LD.1.	Children attend to, understand, and respond to verbal and non-verbal communication and language from others.
INDICATOR	LD.1.1.0.	<p>Recognize more than one tone of voice in adults and respond with body movement and sounds.</p> <p><u>Objectives for Development and Learning</u> 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</p>
INDICATOR	LD.1.2.0.	<p>Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them.</p> <p><u>Objectives for Development and Learning</u> Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language Objective 8a.2 Shows an interest in the speech of others</p>
INDICATOR	LD.1.3.0.	<p>Respond or show excitement upon hearing familiar words.</p> <p><u>Objectives for Development and Learning</u> Objective 8 Listens to and understand increasingly complex language 8b Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>
INDICATOR	LD.1.4.0.	<p>Respond to simple requests accompanied by gestures or tone of voice.</p> <p><u>Objectives for Development and Learning</u> Objective 8 Listens to and understand increasingly complex language 8b Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>

STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Infants (Birth–11 months))
TITLE		Language Development (LD): Expressive Communication
PERFORMANCE EXPECTATION	LD.2.	Communicate with others to express self.
INDICATOR	LD.2.1.0.	<p>Experiment with making sounds. (e.g., engage in babbling).</p> <p>Objectives for Development and Learning 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>
INDICATOR	LD.2.2.0.	<p>Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.</p> <p>Objectives for Development and Learning Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Infants (Birth–11 months))
TITLE		Language Development (LD): Social and Conversational Rules
PERFORMANCE EXPECTATION	LD.3.	Children use social and conversational rules.
INDICATOR	LD.3.1.0.	<p>Initiate interactions with another person using movement and/or behavior.</p> <p>Objectives for Development and Learning 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>
INDICATOR	LD.3.2.0.	<p>Briefly pay attention the same object the caregiver is looking at. Engage in turn-taking during social and vocal play with adults and other children.</p> <p>Objectives for Development and Learning Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations</p>

		Objective 10a.2 Engages in simple back-and-forth exchanges with others
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Infants (Birth–11 months))
TITLE		Early Literacy (EL): Print Concepts
PERFORMANCE EXPECTATION	EL.2.	Children demonstrate knowledge of books and how print conveys meaning.
INDICATOR	EL.2.3.0.	Explore books by touch (e.g., patting and/or chewing on board books). <u>Objectives for Development and Learning</u> Objective 17 Demonstrates knowledge of print and its uses 17a Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	EL.2.4.0.	Demonstrate interest in books by reaching for books and exploring books through touch. <u>Objectives for Development and Learning</u> Objective 17 Demonstrates knowledge of print and its uses 17a Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STRAND		PHYSICAL DEVELOPMENT (Infants (Birth–11 months))
TITLE		Physical Development (PD): Gross Motor
PERFORMANCE EXPECTATION	PD.1.	Children demonstrate large muscle control and coordination.
INDICATOR	PD.1.1.0.	Explore the environment with increasing body awareness using senses and movement. <u>Objectives for Development and Learning</u> Objective 04 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR	PD.1.2.0.	Demonstrate strength and control of head, trunk, arms, and legs while exploring new body positions and movements (e.g., sitting, crawling, kicking). <u>Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills

		Objective 4.4 Experiments with different ways of moving
INDICATOR	PD.1.3.0.	Demonstrate strength and control of one's body while exploring objects in their environment. (e.g., reaching, rolling over). <u>Objectives for Development and Learning</u> Objective 04 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR	PD.1.4.0.	Engage in play to develop strength and stamina by continuing purposeful movements over short periods of time (e.g., reaching, pushing, rolling over). <u>Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND		PHYSICAL DEVELOPMENT (Infants (Birth–11 months))
TITLE		Physical Development (PD): Fine Motor
PERFORMANCE EXPECTATION	PD.2.	Children demonstrate small muscle control and coordination.
INDICATOR	PD.2.1.0.	Use whole hand and fingers to explore objects (e.g., touch, grasp, pick up, bang, transfer). <u>Objectives for Development and Learning</u> Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATOR	PD.2.2.0.	Coordinate eye and hand movements when grasping or picking up objects. <u>Objectives for Development and Learning</u> Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND		PHYSICAL DEVELOPMENT (Infants (Birth–11 months))

TITLE		Physical Development (PD): Healthy Behaviors
PERFORMANCE EXPECTATION	PD.3.	Children demonstrate healthy and safe behaviors.
INDICATOR	PD.3.1.0.	Engage in active movement (e.g., tummy time; holding head up, kicking legs, waving, rolling over). <u>Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND		INTERPERSONAL SKILLS (Infants (Birth–11 months))
TITLE		Interpersonal Skills (IS): Relationships with Adults
PERFORMANCE EXPECTATION	IS.1.	Children engage in and maintain positive relationships and interactions with adults.
INDICATOR	IS.1.1.0.	Notice and respond to familiar adults, such as returning a smile. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults 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
INDICATOR	IS.1.2.0.	Respond differently to familiar versus new adults, such as reaching for a familiar adult. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	IS.1.3.0.	Move or cry to seek attention and comfort from familiar adults. <u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors

		1a Manages feelings Objective 1a.2 Uses adult support to calm self 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
INDICATOR	IS.1.4.0.	Engage in simple back-and-forth interactions with familiar adults, such as laughing when an adult makes a silly face. Objectives for Development and Learning 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
INDICATOR	IS.1.5.0.	Repeat actions that elicit social responses from familiar adults (e.g., repeat cooing sound after adult responds). Objectives for Development and Learning 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 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
STRAND		INTERPERSONAL SKILLS (Infants (Birth–11 months))
TITLE		Interpersonal Skills (IS): Relationships with Children
PERFORMANCE EXPECTATION	IS.2.	Children engage in and maintain positive relationships and interactions with other children.
INDICATOR	IS.2.1.0.	Notice other infants and children, such as looking at children when they enter the classroom. Objectives for Development and Learning Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions

INDICATOR	IS.2.2.0.	<p>Touch, smile, or babble to other infants and children.</p> <p><u>Objectives for Development and Learning</u> Objective 9 Uses language to express thoughts and needs 9b Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds 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>
STRAND		INTERPERSONAL SKILLS (Infants (Birth–11 months))
TITLE		Interpersonal Skills (IS): Self-Esteem
PERFORMANCE EXPECTATION	IS.3.	Children recognize themselves as individuals and express positive self-esteem.
INDICATOR	IS.3.1.0.	<p>Look at or grab hands and feet.</p> <p><u>Objectives for Development and Learning</u> Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects Objective 29 Demonstrates knowledge about self</p>
INDICATOR	IS.3.2.0.	<p>Respond to one’s own image in a mirror by smiling or moving closer.</p> <p><u>Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self</p>
INDICATOR	IS.3.3.0.	<p>React when name is called by smiling or turning to look at caregiver.</p> <p><u>Objectives for Development and Learning</u> 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 10 Uses appropriate conversational and other communication skills 10b. Uses social rules of language</p>

		Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
INDICATOR	IS.3.4.0.	Express preferences by crying or turning away from dislikes and reaching for preferred objects, activities, and people. <u>Objectives for Development and Learning</u> 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
INDICATOR	IS.3.5.0.	Express satisfaction at accomplishing things such as holding a bottle or rolling over. <u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND		INTERPERSONAL SKILLS (Infants (Birth–11 months))
TITLE		Interpersonal Skills (IS): Self-Regulation
PERFORMANCE EXPECTATION	IS.4.	Children moderate their behavior and respond to the feelings of others.
INDICATOR	IS.4.1.0.	Express simple feelings (e.g., contentment, distress) using sounds, facial expressions, or body movements, such as smiling at others or crying when a diaper is dirty. <u>Objectives for Development and Learning</u> 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
INDICATOR	IS.4.2.0.	React to an adult's expression of feelings, such as ceasing to cry when an adult uses a soothing voice (e.g., facial expression, tone of voice, gestures). <u>Objectives for Development and Learning</u> 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
INDICATOR	IS.4.3.0.	React to others' expressions of feelings, such as beginning to cry when another child cries. Objectives for Development and Learning Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	IS.4.4.0.	Express and act on impulses (e.g., cry when hungry; explore how hair feels by pulling it). Objectives for Development and Learning 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 1l Demonstrates Positive Approaches to Learning 1ld Shows curiosity and motivation Objective 1ld.4 Explores and investigates ways to make something happen
INDICATOR	IS.4.7.0.	React to stressful situations by shifting attention or turning away, such as a child hugging a familiar adult when upset. Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.2 Uses adult support to calm self
INDICATOR	IS.4.8.0.	Accept comfort when held, rocked, or talked to by a familiar adult, such as ceasing to cry when a familiar adult sings a lullaby. Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.2 Uses adult support to calm self

STRAND		APPROACHES TO LEARNING (Young Toddlers (9–18 months))
TITLE		Approaches to Learning (AL): Initiative and Curiosity
PERFORMANCE EXPECTATION	AL.1.	Children engage in multiple and varied play-based experiences.
INDICATOR		<p>Explore and interact with familiar objects and materials in the environment. Use everyday objects and toys as intended in their play (e.g., build with blocks, stir with spoons).</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
INDICATOR	AL.1.2.1.	<p>Demonstrate interest in their surroundings.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds</p>
INDICATOR	AL.1.3.1.	<p>Attempt to help with simple tasks and activities.</p> <p><u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self 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>
INDICATOR	AL.1.4.1.	<p>Express choices and preferences.</p> <p><u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately</p>

		Objective 1c.4 Seeks to do things for self
STRAND		APPROACHES TO LEARNING (Young Toddlers (9–18 months))
TITLE		Approaches to Learning (AL): Attention, Engagement, and Persistence
PERFORMANCE EXPECTATION	AL.2.	Children engage in activities and tasks with attention, focus, and persistence.
INDICATOR	AL.2.1.1.	Focus attention on people, objects, and activities of interest. <u>Objectives for Development and Learning</u> Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	AL.2.2.1.	Repeat self–selected tasks over and over again. <u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
INDICATOR	AL.2.3.1.	Complete self–selected tasks and then spontaneously express pleasure at accomplishments (e.g., smile, clap). <u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STRAND		APPROACHES TO LEARNING (Young Toddlers (9–18 months))
TITLE		Approaches to Learning (AL): Problem Solving
PERFORMANCE EXPECTATION	AL.3.	Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.
INDICATOR	AL.3.1.1.	Repeat behaviors to obtain desired results. <u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results Objective 11b.4 Plans an activity many times until successful

INDICATOR	AL.3.2.1.	<p>Observe the ways in which others interact with objects and materials.</p> <p><u>Objectives for Development and Learning</u> 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</p>
INDICATOR	AL.3.3.1.	<p>Try out one or two strategies to accomplish tasks and solve problems with adult support.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Young Toddlers (9-18 months))
TITLE		Mathematics (CM): Knowledge of Numbers
PERFORMANCE EXPECTATION	CM.1.	Children demonstrate knowledge of numbers and the relationships between numbers and quantities.
INDICATOR	CM.1.1.1.	<p>Demonstrate interest in simple counting activities.</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)</p>
INDICATOR	CM.1.3.1.	<p>Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions.</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Young Toddlers (9-18 months))
TITLE		Mathematics (CM): Patterns and Operations
PERFORMANCE EXPECTATION	CM.2.	Children demonstrate knowledge of patterns and operations.

INDICATOR	CM.2.1.1.	<p>Notice and anticipate simple repeating sequences (e.g., go to table for lunch after washing hands).</p> <p><u>Objectives for Development and Learning</u> Objective 22 Compares and Measures 22b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Young Toddlers (9-18 months))
TITLE		Mathematics (CM): Measurement
PERFORMANCE EXPECTATION	CM.3.	Children measure objects by their various attributes and use differences in attributes to make comparisons.
INDICATOR	CM.3.1.1.	<p>Match two objects based on one observable feature.</p> <p><u>Objectives for Development and Learning</u> Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects</p>
INDICATOR	CM.3.2.1.	<p>Explore objects of different sizes and weights.</p> <p><u>Objectives for Development and Learning</u> Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Young Toddlers (9-18 months))
TITLE		Mathematics (CM): Shapes and Spatial Relationships
PERFORMANCE EXPECTATION	CM.4.	Children identify shapes and their properties, and describe the positions of objects in space.
INDICATOR	CM.4.1.1.	<p>Explore the way shapes and objects fit together through play.</p> <p><u>Objectives for Development and Learning</u> Objective 7 Demonstrates fine-motor strength and coordination 7a Uses fingers and hands</p>

		<p>Objective 7a.4 Uses fingers and whole-arm movements to manipulate and explore objects</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>
INDICATOR	CM.4.5.1.	<p>Explore and respond to how things move through space or fit together (e.g., putting smaller objects into a small box and larger objects into a large box).</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 11 Demonstrates positive approaches to learning</p> <p>11e Shows flexibility and inventiveness in thinking</p> <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Young Toddlers (9-18 months))
TITLE		Science (CS): Scientific Inquiry
PERFORMANCE EXPECTATION	CS.1.	Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.
INDICATOR	CS.1.1.1.	<p>Observe and explore the immediate environment using their senses.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</p> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
INDICATOR	CS.1.2.1.	<p>Actively experiment with and explore the physical properties of objects and substances.</p> <p><u>Objectives for Development and Learning</u></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>Objective 11 Demonstrates positive approaches to learning</p> <p>11e Shows flexibility and inventiveness in thinking</p>

		Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	CS.1.3.1.	<p>Communicate, verbally or nonverbally, what is seen, heard, or felt when exploring the physical and natural world.</p> <p><u>Objectives for Development and Learning</u> 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 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Young Toddlers (9–18 months))
TITLE		Social Studies (CSS)
PERFORMANCE EXPECTATION	CSS.1.	Children demonstrate an awareness of time (past, present, and future) and place within the community.
INDICATOR	CSS.1.1.1.	<p>Demonstrate anticipation of events in daily routines and activities using verbal and non-verbal cues.</p> <p><u>Objectives for Development and Learning</u> Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Young Toddlers (9–18 months))
TITLE		Social Studies (CSS)
PERFORMANCE EXPECTATION	CSS.2.	Children demonstrate an awareness of themselves as individuals and as members of a family and community.
INDICATOR	CSS.2.1.1.	<p>Distinguish between familiar and new individuals.</p> <p><u>Objectives for Development and Learning</u> Objective 2 Establishes and sustains positive relationships 2a Forms relationships with adults</p>

		Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Young Toddlers (9–18 months))
TITLE		Creative Arts (CCA): Music and Movement
PERFORMANCE EXPECTATION	CCA.1.	Children engage in multiple and varied music and movement experiences.
INDICATOR	CCA.1.1.1.	Move body in response to the beat and tempo of music and/or rhythmic sounds. <u>Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression
INDICATOR	CCA.1.2.1.	Imitate sounds and/or music using their bodies and/or small instruments. <u>Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Young Toddlers (9–18 months))
TITLE		Creative Arts (CCA): Visual Arts
PERFORMANCE EXPECTATION	CCA.2.	Children engage in multiple and varied visual arts experiences.
INDICATOR	CCA.2.1.1.	Respond to visual art by reaching for, pointing at, touching, or vocalizing/verbalizing. <u>Objectives for Development and Learning</u> Objective 33 Explores the visual arts
INDICATOR	CCA.2.2.1.	Explore a variety of materials to create visual art. <u>Objectives for Development and Learning</u> Objective 33 Explores the visual arts
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Young Toddlers (9–18 months))
TITLE		Creative Arts (CCA): Dramatic Play
PERFORMANCE EXPECTATION	CCA.3.	Children engage in multiple and varied forms of dramatic play.
INDICATOR	CCA.3.1.1.	Role-play familiar behaviors during play (e.g., rock baby doll, talk on phone).

		<u>Objectives for Development and Learning</u> 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 Objective 36 Explores drama through actions and language
INDICATOR	CCA.3.2.1.	Experiment with voice inflection during play. <u>Objectives for Development and Learning</u> Objective 36 Explores drama through actions and language
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Young Toddlers (9–18 months))
TITLE		Language Development (LD): Receptive Communication
PERFORMANCE EXPECTATION	LD.1.	Children attend to, understand, and respond to verbal and non-verbal communication and language from others.
INDICATOR	LD.1.1.1.	Respond to facial expressions, tone of voice, and some words that communicate basic feelings. <u>Objectives for Development and Learning</u> Objective 8 Listens to and understand increasingly complex language 8b Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
INDICATOR	LD.1.2.1.	Respond to speech and other communication directed at them. <u>Objectives for Development and Learning</u> Objective 8 Listens to and understand increasingly complex language 8b Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice 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
INDICATOR	LD.1.3.1.	<p>Respond appropriately to familiar words, signs, and/or songs.</p> <p><u>Objectives for Development and Learning</u> Objective 8 Listens to and understand increasingly complex language 8b Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations</p>
INDICATOR	LD.1.4.1.	<p>Follow simple directions, especially if accompanied by gestures.</p> <p><u>Objectives for Development and Learning</u> Objective 08 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Young Toddlers (9–18 months))
TITLE		Language Development (LD): Expressive Communication
PERFORMANCE EXPECTATION	LD.2.	Communicate with others to express self.
INDICATOR	LD.2.1.1.	<p>Communicate through word-like sounds, some words, and some simple phrases.</p> <p><u>Objectives for Development and Learning</u> 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>
INDICATOR	LD.2.2.1.	Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.

		<p><u>Objectives for Development and Learning</u></p> <p>Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</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>
INDICATOR	LD.2.3.1.	<p>Respond to simple statements and questions about pictures, people, and things that are present.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 8 Listens to and understand increasingly complex language</p> <p>8b Follows directions</p> <p>Objective 8b.4 Responds to simple verbal requests not accompanied by gestures</p>
INDICATOR	LD.2.6.1.	<p>Use some pronouns.</p> <p><u>Objectives for Development and Learning</u></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>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Young Toddlers (9–18 months))
TITLE		Language Development (LD): Social and Conversational Rules
PERFORMANCE EXPECTATION	LD.3.	Children use social and conversational rules.
INDICATOR	LD.3.1.1.	<p>Initiate interactions with others using gestures and/or vocalizations.</p> <p><u>Objectives for Development and Learning</u></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>
INDICATOR	LD.3.2.1.	<p>Establish joint attention by looking at an object, at their caregiver, and back at the object. Respond to communication from another person using multiple means (non-verbal and verbal).</p>

		<p>Objectives for Development and Learning</p> <p>Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</p> <p>Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
INDICATOR	LD.3.4.1.	<p>“Jabber” and vocalizes sounds in a way that is similar to the rhythm and flow of conversations around them.</p> <p>Objectives for Development and Learning</p> <p>Objective 9 Uses language to express thoughts and needs</p> <p>9b Speaks clearly</p> <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p> <p>Objective 10 Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Young Toddlers (9–18 months))
TITLE		Early Literacy (EL): Phonological Awareness
PERFORMANCE EXPECTATION	EL.1.	Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.
INDICATOR	EL.1.1.1.	<p>Demonstrate interest in familiar rhymes and songs.</p> <p>Objectives for Development and Learning</p> <p>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</p> <p>Objective 15a.2 Joins in rhyming songs and games</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Young Toddlers (9–18 months))
TITLE		Early Literacy (EL): Print Concepts
PERFORMANCE EXPECTATION	EL.2.	Children demonstrate knowledge of books and how print conveys meaning.

INDICATOR	EL.2.3.1.	Hold books, look at pictures, and help turn some pages. <u>Objectives for Development and Learning</u> Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	EL.2.4.1.	Request to have books read to them. <u>Objectives for Development and Learning</u> Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Young Toddlers (9–18 months))
TITLE		Early Literacy (EL): Emergent Writing
PERFORMANCE EXPECTATION	EL.5.	Children write and draw to express their ideas, using some letters and print conventions.
INDICATOR	EL.5.2.1.	Make marks or scribbles using a variety of media (e.g., finger paint, chalk). <u>Objectives for Development and Learning</u> Objective 19 Demonstrates writing skills a. Writes name Objective 19a.2 Makes scribbles or marks
STRAND		PHYSICAL DEVELOPMENT (Young Toddlers (9–18 months))
TITLE		Physical Development (PD): Gross Motor
PERFORMANCE EXPECTATION	PD.1.	Children demonstrate large muscle control and coordination.
INDICATOR	PD.1.1.1.	Coordinate senses with movement to show where their body is in relation to other objects and people in the environment. <u>Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving

INDICATOR	PD.1.2.1.	<p>Move in a variety of ways and directions with increasing coordination and balance.</p> <p><u>Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving Objective 05 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing</p>
INDICATOR	PD.1.3.1.	<p>Maintain control of one's body in various positions while exploring and examining materials, activities, and spaces.</p> <p><u>Objectives for Development and Learning</u> Objective 04 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving Objective 05 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing</p>
INDICATOR	PD.1.4.1.	<p>Engage in physical play activities for periods of time to develop strength and stamina.</p> <p><u>Objectives for Development and Learning</u> Objective 04 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving Objective 05 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing</p>
STRAND		PHYSICAL DEVELOPMENT (Young Toddlers (9–18 months))
TITLE		Physical Development (PD): Fine Motor
PERFORMANCE EXPECTATION	PD.2.	Children demonstrate small muscle control and coordination.
INDICATOR	PD.2.1.1.	<p>Demonstrate control and coordination of hand and fingers (small muscles) to manipulate objects.</p> <p><u>Objectives for Development and Learning</u> Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</p>

		Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATOR	PD.2.2.1.	<p>Coordinate eye and hand movements to explore objects and participate in play activities (e.g., fill containers, stack blocks).</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</p> <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
STRAND		PHYSICAL DEVELOPMENT (Young Toddlers (9–18 months))
TITLE		Physical Development (PD): Healthy Behaviors
PERFORMANCE EXPECTATION	PD.3.	Children demonstrate healthy and safe behaviors.
INDICATOR	PD.3.1.1.	<p>Engage in active play indoors or outdoors with adult support.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 04 Demonstrates traveling skills</p> <p>Objective 4.4 Experiments with different ways of moving</p> <p>Objective 05 Demonstrates balancing skills</p> <p>Objective 5.4 Experiments with different ways of balancing</p>
INDICATOR	PD.3.3.1.	<p>Participate in some basic safety practices (e.g., fire/tornado drills).</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 1 Regulates own emotions and behaviors</p> <p>1b Follows limits and expectations</p> <p>Objective 1b.4 Accepts redirection from adults</p>
STRAND		INTERPERSONAL SKILLS (Young Toddlers (9–18 months))
TITLE		Interpersonal Skills (IS): Relationships with Adults
PERFORMANCE EXPECTATION	IS.1.	Children engage in and maintain positive relationships and interactions with adults.

INDICATOR	IS.1.1.1.	<p>Mimic signs of recognition (e.g., smile, wave).</p> <p><u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
INDICATOR	IS.1.2.1.	<p>Seek to be near familiar adults and respond cautiously to new adults.</p> <p><u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
INDICATOR	IS.1.3.1.	<p>Request help from familiar adults to address wants and needs, such as bringing a book to an adult to be read.</p> <p><u>Objectives for Development and Learning</u> 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 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
INDICATOR	IS.1.4.1.	<p>Initiate back-and-forth play with familiar adults, such as starting a game of peek-a-boo.</p> <p><u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world 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>

INDICATOR	IS.1.5.1.	<p>Imitate gestures and sounds of familiar adults during interactions, such as repeating what an adult says.</p> <p>Objectives for Development and Learning Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations</p>
STRAND		INTERPERSONAL SKILLS (Young Toddlers (9–18 months))
TITLE		Interpersonal Skills (IS): Relationships with Children
PERFORMANCE EXPECTATION	IS.2.	Children engage in and maintain positive relationships and interactions with other children.
INDICATOR	IS.2.1.1.	<p>Interact briefly with other children using gestures, such as bouncing a toy upon seeing another child bounce a toy.</p> <p>Objectives for Development and Learning 2c Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions</p>
INDICATOR	IS.2.5.1.	<p>Demonstrate awareness of conflict (e.g., cry, turn away), such as shaking head “no” when another child tried to take a toy.</p> <p>Objectives for Development and Learning Objective 3 Participates cooperatively and constructively in group situations 3b Solves social problems Objective 3b.2 Expresses feelings during a conflict</p>
STRAND		INTERPERSONAL SKILLS (Young Toddlers (9–18 months))
TITLE		Interpersonal Skills (IS): Self-Esteem
PERFORMANCE EXPECTATION	IS.3.	Children recognize themselves as individuals and express positive self-esteem.

INDICATOR	IS.3.1.1.	<p>Point to body parts, including feet and hands, of themselves and others when each is named.</p> <p><u>Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self</p>
INDICATOR	IS.3.2.1.	<p>Recognize oneself in a mirror, such as by pointing or saying, "Me."</p> <p><u>Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self</p>
INDICATOR	IS.3.3.1.	<p>Respond when name is called by looking or moving toward a familiar adult.</p> <p><u>Objectives for Development and Learning</u> 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 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</p>
INDICATOR	IS.3.4.1.	<p>Express preferences for objects, activities, and people using gestures, signs, or words, such as choosing a shirt to wear or which food they would prefer.</p> <p><u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
INDICATOR	IS.3.5.1.	<p>Demonstrate a sense of satisfaction when accomplishing simple tasks, such as smiling or clapping during play or chores.</p> <p><u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately</p>

		Objective 1c.4 Seeks to do things for self Objective 29 Demonstrates knowledge about self
INDICATOR	IS.3.6.1.	Express pride over accomplishments, such as stacking blocks or cleaning up after playing. <u>Objectives for Development and Learning</u> 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
STRAND		INTERPERSONAL SKILLS (Young Toddlers (9–18 months))
TITLE		Interpersonal Skills (IS): Self-Regulation
PERFORMANCE EXPECTATION	IS.4.	Children moderate their behavior and respond to the feelings of others.
INDICATOR	IS.4.1.1.	Express a range of basic feelings (e.g., happiness; sadness; fear; anger) using sounds, facial expressions, gestures or actions, such as clapping and smiling when a favorite song plays. <u>Objectives for Development and Learning</u> 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
INDICATOR	IS.4.2.1.	Imitate adult expressions of feelings using facial expressions, sounds, gestures, or actions, such as smiling and waving hi upon seeing an adult smile and wave when someone enters the room. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions

INDICATOR	IS.4.3.1.	<p>Respond to others' feelings with adult support, such as consoling another crying child when prompted by an adult.</p> <p><u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions</p>
INDICATOR	IS.4.4.1.	<p>Accept some redirection from adults, such as sharing a toy when reminded to share by an adult.</p> <p><u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations Objective 1b.4 Accepts redirection from adults</p>
INDICATOR	IS.4.5.1.	<p>Participate in simple routines and accept transitions with adult support, such as walking to the high chair after an adult puts on the child's bib.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR	IS.4.6.1.	<p>Notice how others respond to one's own behaviors, such as when a child beats on drums then looks at an adult to see the reaction.</p> <p><u>Objectives for Development and Learning</u> Objective 3 participates cooperatively and constructively in group situations 3a Balances needs and rights of self and others Objective 3a.2 Responds appropriately to other's expressions of wants</p>
INDICATOR	IS.4.7.1.	<p>Use simple behaviors to soothe oneself when upset, such as moving to a caregiver's side when hearing loud thunder.</p>

		<u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
INDICATOR	IS.4.8.1.	Look toward familiar caregivers for help when becoming upset. <u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.4 Comforts self by seeking out special object or person

STRAND		APPROACHES TO LEARNING (Older Toddlers (16–36 months))
TITLE		Approaches to Learning (AL): Initiative and Curiosity
PERFORMANCE EXPECTATION	AL.1.	Children engage in multiple and varied play-based experiences.
INDICATOR	AL.1.1.2.	Explore both familiar and unfamiliar materials, activities, and experiences. Explore new ways to use familiar objects during play (e.g., hold a banana to the ear and talk into it like a phone). <u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
INDICATOR	AL.1.2.2.	Seek information about familiar objects, people, and experiences. <u>Objectives for Development and Learning</u> 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
INDICATOR	AL.1.3.2.	<p>Demonstrate increasing interest and independence in completing simple tasks.</p> <p><u>Objectives for Development and Learning</u></p> <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>Objective 11 Demonstrates positive approaches to learning a. Attends and engages</p> <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR	AL.1.4.2.	<p>Insist on preferences and express dislikes.</p> <p><u>Objectives for Development and Learning</u></p> <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>Objective 29 Demonstrates knowledge about self</p>
STRAND		APPROACHES TO LEARNING (Older Toddlers (16–36 months))
TITLE		Approaches to Learning (AL): Attention, Engagement, and Persistence
PERFORMANCE EXPECTATION	AL.2.	Children engage in activities and tasks with attention, focus, and persistence.
INDICATOR	AL.2.1.2.	<p>Focus attention to complete a short, simple task with adult support.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 11 Demonstrates positive approaches to learning a. Attends and engages</p> <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR	AL.2.2.2.	<p>Complete activities of choice from start to finish with adult support.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 11 Demonstrates positive approaches to learning a. Attends and engages</p>

		Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR	AL.2.3.2.	<p>Remain actively engaged in activities of interest and protest if interrupted.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
STRAND		APPROACHES TO LEARNING (Older Toddlers (16–36 months))
TITLE		Approaches to Learning (AL): Problem Solving
PERFORMANCE EXPECTATION	AL.3.	Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.
INDICATOR	AL.3.1.2.	<p>Experiment with the effects of simple actions on different objects (e.g., use a scoop to put sand into a bucket, then attempt to use a scoop to put water into a bowl).</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
INDICATOR	AL.3.2.2.	<p>Observe and imitate actions of others when attempting to accomplish tasks or solve problems.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
INDICATOR	AL.3.3.2.	<p>Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates Positive Approaches to Learning 11b Persists Objective 11b.4 Plans an activity many times until successful</p>

STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Older Toddlers (16–36 months))
TITLE		Mathematics (CM): Knowledge of Numbers
PERFORMANCE EXPECTATION	CM.1.	Children demonstrate knowledge of numbers and the relationships between numbers and quantities.
INDICATOR	CM.1.1.2.	<p>Rote count to 10 with increasing accuracy.</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)</p>
INDICATOR	CM.1.2.2.	<p>Count a small set of objects (2–3) with one-to-one correspondence.</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
INDICATOR	CM.1.3.2.	<p>Indicate understanding of the concepts of “one” and “two” using gestures, words, or actions (e.g., child complies when adult says “Take just one cookie.”).</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations 20b Quantifies Objective 20b.2 Demonstrates understanding of the concept of one, two, and more</p>
INDICATOR	CM.1.6.2.	<p>Recognize a few numerals in the everyday environment.</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.2 Recognizes and names a few numerals</p>
INDICATOR	CM.1.8.2.	<p>Identify an object or person as first in a sequence.</p> <p><u>Objectives for Development and Learning</u> Objective 22 Compares and Measures</p>

		22c Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Older Toddlers (16–36 months))
TITLE		Mathematics (CM): Patterns and Operations
PERFORMANCE EXPECTATION	CM.2.	Children demonstrate knowledge of patterns and operations.
INDICATOR	CM.2.1.2.	Recognize and participate in patterns within stories and in songs. <u>Objectives for Development and Learning</u> Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Older Toddlers (16–36 months))
TITLE		Mathematics (CM): Measurement
PERFORMANCE EXPECTATION	CM.3.	Children measure objects by their various attributes and use differences in attributes to make comparisons.
INDICATOR	CM.3.1.2.	Group objects by one physical characteristic (attribute) (e.g., color, size, shape). <u>Objectives for Development and Learning</u> Objective 13 Uses classification skills Objective 13.2 Matches similar objects
INDICATOR	CM.3.2.2.	Make simple comparisons between two objects using measurable attributes (e.g., length, height, weight). <u>Objectives for Development and Learning</u> Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Older Toddlers (16–36 months))
TITLE		Mathematics (CM): Shapes and Spatial Relationships
PERFORMANCE EXPECTATION	CM.4.	Children identify shapes and their properties, and describe the positions of objects in space.

INDICATOR	CM.4.1.2.	<p>Match basic shapes (e.g., circle, square, typical triangle) of the same size and orientation.</p> <p>Objectives for Development and Learning Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes</p>
INDICATOR	CM.4.5.2.	<p>Move their body and objects to follow simple directions related to position (e.g., in, on, under, over, up, down).</p> <p>Objectives for Development and Learning Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Older Toddlers (16–36 months))
TITLE		Science (CS): Scientific Inquiry
PERFORMANCE EXPECTATION	CS.1.	Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.
INDICATOR	CS.1.1.2.	<p>Observe, ask questions, and make predictions about the physical and natural world, using their senses and simple tools.</p> <p>Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment Objective 24 Uses scientific inquiry skills</p>
INDICATOR	CS.1.2.2.	<p>Put materials, substances, and/or objects together in new or unexpected ways to see what will happen.</p> <p>Objectives for Development and Learning Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation</p>

		Objective 11d.4 Explores and investigates ways to make something happen Objective 24 Uses scientific inquiry skills
INDICATOR	CS.1.3.2.	Share ideas and thoughts related to interactions with, and observations made about the physical and natural world. Objectives for Development and Learning Objective 26 Demonstrates knowledge of the physical properties of objects and materials Objective 27 Demonstrates knowledge of Earth's environment
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Older Toddlers (16–36 months))
TITLE		Social Studies (CSS)
PERFORMANCE EXPECTATION	CSS.1.	Children demonstrate an awareness of time (past, present, and future) and place within the community.
INDICATOR	CSS.1.1.2.	Respond (positively or negatively) to changes in routines or schedules. Objectives for Development and Learning Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	CSS.1.2.2.	Recognize familiar landmarks, signs and buildings in one's neighborhood/community. Objectives for Development and Learning Objective 32 Demonstrates simple geographic knowledge
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Older Toddlers (16–36 months))
TITLE		Social Studies (CSS)
PERFORMANCE EXPECTATION	CSS.2.	Children demonstrate an awareness of themselves as individuals and as members of a family and community.
INDICATOR	CSS.2.1.2.	Identify known people in pictures.

		<u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present 14a Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
INDICATOR	CSS.2.2.2.	Carry out some routines and responsibilities in the classroom with adult support and guidance. <u>Objectives for Development and Learning</u> Objective 1c.4 Seeks to do things for self Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
INDICATOR	CSS.2.3.2.	Identify self as a member of a group (e.g., a member of a class, a member of a family). <u>Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self Objective 30 Shows basic understanding of people and how they live
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Older Toddlers (16–36 months))
TITLE		Creative Arts (CCA): Music and Movement
PERFORMANCE EXPECTATION	CCA.1.	Children engage in multiple and varied music and movement experiences.
INDICATOR	CCA.1.1.2.	Move body to imitate the beat and tempo of music. <u>Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression
INDICATOR	CCA.1.2.2.	Imitate sounds and/or music using their bodies, instruments, and/or voice. <u>Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Older Toddlers (16–36 months))

TITLE		Creative Arts (CCA): Visual Arts
PERFORMANCE EXPECTATION	CCA.2.	Children engage in multiple and varied visual arts experiences.
INDICATOR	CCA.2.1.2.	Observe and respond to visual art by communicating a preference. <u>Objectives for Development and Learning</u> Objective 33 Explores the visual arts
INDICATOR	CCA.2.2.2.	Explore a variety of materials and tools to create visual art. <u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Older Toddlers (16–36 months))
TITLE		Creative Arts (CCA): Dramatic Play
PERFORMANCE EXPECTATION	CCA.3.	Children engage in multiple and varied forms of dramatic play.
INDICATOR	CCA.3.1.2.	Engage in dramatic play that expands beyond personal experiences (e.g., firefighter rescuing people). <u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else Objective 36 Explores drama through actions and language
INDICATOR	CCA.3.2.2.	Imitate and repeat voice inflections, such as character or animal sounds. <u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else Objective 36 Explores drama through actions and language

INDICATOR	CCA.3.3.2.	<p>Use props and pretend to be someone other than themselves.</p> <p><u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else Objective 36 Explores drama through actions and language</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Older Toddlers (16–36 months))
TITLE		Language Development (LD): Receptive Communication
PERFORMANCE EXPECTATION	LD.1.	Children attend to, understand, and respond to verbal and non-verbal communication and language from others.
INDICATOR	LD.1.1.2.	<p>Respond to facial expressions, tone of voice, and words that communicate a variety of feelings.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult’s tone of voice and expression Objective 2 Establishes and sustains positive relationships 2b Responds to emotional cues Objective 2b.2 Reacts to others’ emotional expressions</p>
INDICATOR	LD.1.2.2.	<p>Respond to speech and other communication directed at them.</p> <p><u>Objectives for Development and Learning</u> Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR	LD.1.3.2.	Demonstrate understanding of descriptive words through conversations and actions.

		<u>Objectives for Development and Learning</u> Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
INDICATOR	LD.1.4.2.	Follow one or two-step directions with few gestures. <u>Objectives for Development and Learning</u> Objective 08 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Older Toddlers (16-36 months))
TITLE		Language Development (LD): Expressive Communication
PERFORMANCE EXPECTATION	LD.2.	Communicate with others to express self.
INDICATOR	LD.2.1.2.	Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g. "Mommy goed to store"). <u>Objectives for Development and Learning</u> Objective 9 Uses language to express thoughts and needs 9c Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
INDICATOR	LD.2.2.2.	Communicate requests and describe familiar people and objects using verbal and non-verbal communication. <u>Objectives for Development and Learning</u> Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items

INDICATOR	LD.2.3.2.	<p>Answer and ask simple questions about things and activities at the time they are happening.</p> <p><u>Objectives for Development and Learning</u> Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories Objective 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>
INDICATOR	LD.2.4.2.	<p>Use correct words for familiar people, objects, and animals. Describe observable characteristics of objects, such as color and size, with simple words. Expand their vocabulary by asking others to name unfamiliar objects.</p> <p><u>Objectives for Development and Learning</u> Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items</p>
INDICATOR	LD.2.5.2.	<p>Speak in a way that is understood by most familiar people. Use the plural form of some nouns, not always correctly. Use the past tense of some verbs. Use simple adjectives in statements.</p> <p><u>Objectives for Development and Learning</u> 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>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Older Toddlers (16–36 months))
TITLE		Language Development (LD): Social and Conversational Rules
PERFORMANCE EXPECTATION	LD.3.	Children use social and conversational rules.

INDICATOR	LD.3.1.2.	<p>Ask questions or use verbal or non-verbal cues to initiate communication with others.</p> <p><u>Objectives for Development and Learning</u> Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
INDICATOR	LD.3.2.2.	<p>Participate in short conversations, with some turn-taking exchanges.</p> <p><u>Objectives for Development and Learning</u> Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations</p>
INDICATOR	LD.3.3.2.	<p>Listen attentively during brief group conversations and respond to questions or requests made to the group.</p> <p><u>Objectives for Development and Learning</u> Objective 10 Uses appropriate conversational and other communication skills 10b. Uses social rules of language Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
INDICATOR	LD.3.4.2.	<p>Communicate in short sentences that follow the word order of their home language.</p> <p><u>Objectives for Development and Learning</u> Objective 9 Uses language to express thoughts and needs 9c Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Older Toddlers (16–36 months))

TITLE		Early Literacy (EL): Phonological Awareness
PERFORMANCE EXPECTATION	EL.1.	Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.
INDICATOR	EL.1.1.2.	<p>Sing songs and say or repeat familiar rhymes.</p> <p><u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
INDICATOR	EL.1.2.2.	<p>Sing songs with multiple words that start with the same initial sound.</p> <p><u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Older Toddlers (16–36 months))
TITLE		Early Literacy (EL): Print Concepts
PERFORMANCE EXPECTATION	EL.2.	Children demonstrate knowledge of books and how print conveys meaning.
INDICATOR	EL.2.1.2.	<p>Recognize some familiar symbols and logos in the environment.</p> <p><u>Objectives for Development and Learning</u> 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 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</p>
INDICATOR	EL.2.2.2.	<p>Recognize that print, symbols, and pictures have meaning.</p> <p><u>Objectives for Development and Learning</u></p>

		Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
INDICATOR	EL.2.3.2.	Hold a book as if reading and turn some pages, but not always in the right order. Recognize specific books by their cover and look for specific pages in familiar books. Objectives for Development and Learning Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
INDICATOR	EL.2.4.2.	Self-select familiar books and engage in shared reading. Objectives for Development and Learning Objective 17 Demonstrates knowledge of print and its uses 17a Uses and appreciates books and other texts Objective 17a.2 Shows interest in books Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Older Toddlers (16–36 months))
TITLE		Early Literacy (EL): Alphabet Awareness
PERFORMANCE EXPECTATION	EL.3.	Children recognize and identify letters and make letter–sound connections.
INDICATOR	EL.3.1.2.	Recognize letters of the alphabet as a special category of print, different from pictures and shapes.

		<u>Objectives for Development and Learning</u> Objective 16 Demonstrates knowledge of the alphabet 16a Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Older Toddlers (16–36 months))
TITLE		Early Literacy (EL): Comprehension
PERFORMANCE EXPECTATION	EL.4.	Children show interest in and gain understanding from a variety of early literacy experiences.
INDICATOR	EL.4.2.2.	Recite some words of a familiar book when read to especially from books with repeating text. <u>Objectives for Development and Learning</u> 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
INDICATOR	EL.4.3.2.	Ask or answer simple questions about a familiar story or book, including informational text. <u>Objectives for Development and Learning</u> Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	EL.4.4.2.	Recognize when a story or book describes something that is similar to their own experiences. <u>Objectives for Development and Learning</u> Objective 12 Remembers and connects experiences 12b Remembers and connects experiences Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Older Toddlers (16–36 months))

TITLE		Early Literacy (EL): Emergent Writing
PERFORMANCE EXPECTATION	EL.5.	Children write and draw to express their ideas, using some letters and print conventions.
INDICATOR	EL.5.1.2.	<p>Draw or scribble with a purpose during play or other activities.</p> <p><u>Objectives for Development and Learning</u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
INDICATOR	EL.5.2.2.	<p>Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines).</p> <p><u>Objectives for Development and Learning</u> Objective 19 Demonstrates writing skills a. Writes name Objective 19a.4 Makes controlled linear scribbles</p>
INDICATOR	EL.5.3.2.	<p>Draw a picture and describe what it represents.</p> <p><u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is</p>
STRAND		PHYSICAL DEVELOPMENT (Older Toddlers (16–36 months))
TITLE		Physical Development (PD): Gross Motor
PERFORMANCE EXPECTATION	PD.1.	Children demonstrate large muscle control and coordination.
INDICATOR	PD.1.1.2.	<p>Demonstrate body and spatial awareness to guide movement around objects and people.</p> <p><u>Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4.6 Move purposefully from place to place with control.</p>
INDICATOR	PD.1.2.2.	<p>Use large muscle movements (locomotor skills) with increasing control, coordination, and balance (e.g., moving from sitting to standing, jumping).</p> <p><u>Objectives for Development and Learning</u></p>



		Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control Objective 05 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
INDICATOR	PD.1.3.2.	Use a variety of large muscle movements (non-locomotor) during play (e.g., hands in the air, turn around, stand on one foot). Objectives for Development and Learning Objective 04 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PD.1.4.2.	Engage in physical play activities for moderate periods of time to develop strength and stamina. Objectives for Development and Learning Objective 04 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND		PHYSICAL DEVELOPMENT (Older Toddlers (16–36 months))
TITLE		Physical Development (PD): Fine Motor
PERFORMANCE EXPECTATION	PD.2.	Children demonstrate small muscle control and coordination.
INDICATOR	PD.2.1.2.	Demonstrate increasing control and coordination of hand and fingers (small muscles) while engaged in intentional activities. Objectives for Development and Learning Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATOR	PD.2.2.2.	Coordinate eye and hand movements while performing simple tasks (e.g., using utensils for eating, putting simple puzzles together, stringing large beads). Objectives for Development and Learning Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers

		and hands Objective 7a.6 Uses refined wrist and finger movements
STRAND		PHYSICAL DEVELOPMENT (Older Toddlers (16–36 months))
TITLE		Physical Development (PD): Healthy Behaviors
PERFORMANCE EXPECTATION	PD.3.	Children demonstrate healthy and safe behaviors.
INDICATOR	PD.3.1.2.	Actively engage in physical activities indoors or outdoors (e.g., dance, hide and seek, climb on equipment). <u>Objectives for Development and Learning</u> Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control Objective 35 Explores dance and movement concepts
INDICATOR	PD.3.3.2.	Follow safety rules with adult support. <u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations Objective 1b.4 Accepts redirection from adults
STRAND		INTERPERSONAL SKILLS (Older Toddlers (16–36 months))
TITLE		Interpersonal Skills (IS): Relationships with Adults
PERFORMANCE EXPECTATION	IS.1.	Children engage in and maintain positive relationships and interactions with adults.
INDICATOR	IS.1.1.2.	Initiate signs of recognition with familiar adults by greeting, waving, or smiling. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	IS.1.2.2.	Check in with familiar adults for reassurance when trying new things, such as grabbing a familiar adult’s hand when entering a new place.

		<u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	IS.1.3.2.	Request help from familiar adults when encountering difficult tasks or situations, such as asking for help to clean up a spill. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	IS.1.4.2.	Initiate play and interactions with familiar adults, such as pretending to serve an adult food while playing. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	IS.1.5.2.	Imitate behaviors observed in familiar adults, such as pretending to cook or read a book. <u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STRAND		INTERPERSONAL SKILLS (Older Toddlers (16–36 months))
TITLE		Interpersonal Skills (IS): Relationships with Children
PERFORMANCE EXPECTATION	IS.2.	Children engage in and maintain positive relationships and interactions with other children.
INDICATOR	IS.2.1.2.	Play alongside other children (parallel play) for short periods of time with adult support, such as sitting in a circle with a group singing “Itsy Bitsy Spider” led by an

		adult. <u>Objectives for Development and Learning</u> Objective 2 Establishes and sustains positive relationships 2c Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
INDICATOR	IS.2.2.2.	Take turns when playing with other children with adult guidance and support, such as taking turns scooping sand into a bucket after prompted by an adult. <u>Objectives for Development and Learning</u> Objective 3 participates cooperatively and constructively in group situations 3a Balances needs and rights of self and others Objective 3a.4 Takes turns
INDICATOR	IS.2.3.2.	Interact more frequently with a familiar child, such as choosing an activity based on another child's choice. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
INDICATOR	IS.2.5.2.	Seek assistance from adults to resolve conflicts with other children, such as asking an adult for help upon being pushed by another child. <u>Objectives for Development and Learning</u> Objective 3 Participates cooperatively and constructively in group situations 3b Solves social problems Objective 3b.4 Seeks adult help to solve social problems
STRAND		INTERPERSONAL SKILLS (Older Toddlers (16–36 months))
TITLE		Interpersonal Skills (IS): Self-Esteem
PERFORMANCE EXPECTATION	IS.3.	Children recognize themselves as individuals and express positive self-esteem.
INDICATOR	IS.3.1.2.	Able to point to and name body parts including ears, eyes, nose, feet, and hands. <u>Objectives for Development and Learning</u>

		Objective 8 Listens to and understand increasingly complex language 8a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted Objective 29 Demonstrates knowledge about self
INDICATOR	IS.3.2.2.	Identify oneself in photographs. <u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present 14a Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs Objective 29 Demonstrates knowledge about self
INDICATOR	IS.3.3.2.	Use different words (e.g., I, me, mine) when referring to oneself, including first name. <u>Objectives for Development and Learning</u> 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 Objective 29 Demonstrates knowledge about self
INDICATOR	IS.3.4.2.	Indicate preferences when asked, such as choosing juice over milk or coloring with crayons over finger painting. <u>Objectives for Development and Learning</u> 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
INDICATOR	IS.3.5.2.	Demonstrate confidence in one's own abilities and express satisfaction when demonstrating them to others, such as putting on their own shoes and exclaiming, "I did it!" <u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors

		1c Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs Objective 29 Demonstrates knowledge about self
INDICATOR	IS.3.6.2.	Call attention to new skills or abilities, such as using the bathroom independently and reporting to a familiar adult. <u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs Objective 29 Demonstrates knowledge about self
STRAND		INTERPERSONAL SKILLS (Older Toddlers (16–36 months))
TITLE		Interpersonal Skills (IS): Self-Regulation
PERFORMANCE EXPECTATION	IS.4.	Children moderate their behavior and respond to the feelings of others.
INDICATOR	IS.4.1.2.	Express a range of feelings (e.g., happiness, sadness, fear, anger, anticipation) using gestures, facial expressions, actions, or words, such as waiting eagerly for a snack. <u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification Objective 29 Demonstrates knowledge about self
INDICATOR	IS.4.2.2.	Recognize one’s own feelings when named by an adult, such as laughing when an adult asks, “What do we do when something is funny?” <u>Objectives for Development and Learning</u> Objective 9 Uses language to express thoughts and needs 9a Uses an expanding and expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items Objective 29 Demonstrates knowledge about self
INDICATOR	IS.4.3.2.	Respond in caring ways to others’ expressions of feelings, such as taking a blanket to a crying child.

		<p><u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others</p>
INDICATOR	IS.4.4.2.	<p>Frequently respond positively to choices and limits set by an adult, such as stopping splashing water during hand washing after being reminded by an adult that the mess will have to be cleaned.</p> <p><u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations Objective 1b.4 Accepts redirection from adults</p>
INDICATOR	IS.4.5.2.	<p>Participate in routines, accept transitions, and follow simple guidelines for behavior with adult support, such as stopping playing and beginning to clean up toys in a center when an adult plays the clean-up song and models cleaning.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR	IS.4.6.2.	<p>Experiment with effects of one's own actions on objects and people, such as reaching for a plate when sitting down for a meal.</p> <p><u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
INDICATOR	IS.4.7.2.	<p>Imitate strategies to manage reactions and behavior with adult direction, such as a child sitting calmly during whole group time after an adult models.</p>

		<p><u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR	IS.4.8.2.	<p>With adult guidance and support, demonstrate the ability to wait for a short period of time to get what one wants, such as sitting at a table and waiting for snacks to be distributed.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
INDICATOR	IS.4.9.2.	<p>Recover from outbursts (e.g., tantrums) with adult support, such as moving on to a new activity after becoming upset about sharing toys.</p> <p><u>Objectives for Development and Learning</u> Objective 1 Regulates own emotions and behaviors 1a Manages feelings Objective 1a.2 Uses adult support to calm self Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR	IS.4.10.2.	<p>Change to new or different activities with adult guidance and support, such as singing a cleanup song when transitioning from playing with blocks to lunchtime.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>

STRAND		APPROACHES TO LEARNING (Three-Year-Olds (36–48 months))
TITLE		Approaches to Learning (AL): Initiative and Curiosity
PERFORMANCE EXPECTATION	AL.1.	Children engage in multiple and varied play-based experiences.
INDICATOR	AL.1.1.3.	<p>Explore unfamiliar objects, materials, and experiences. Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).</p> <p><u>Objectives for Development and Learning</u> Objective 1I Demonstrates Positive Approaches to Learning 1Id Shows curiosity and motivation Objective 1Id.4 Explores and investigates ways to make something happen Objective 1I Demonstrates positive approaches to learning 1Ie Shows flexibility and inventiveness in thinking Objective 1Ie.4 Uses creativity and imagination during play and routine tasks</p>
INDICATOR	AL.1.2.3.	<p>Seek information about unfamiliar objects, people, and experiences.</p> <p><u>Objectives for Development and Learning</u> Objective 1I Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 1Id.6 Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR	AL.1.3.3.	<p>Complete a variety of simple tasks independently.</p> <p><u>Objectives for Development and Learning</u> 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 1c.4 Seeks to do things for self Objective 1I Demonstrates positive approaches to learning a. Attends and engages Objective 1Ia.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
STRAND		APPROACHES TO LEARNING (Three-Year-Olds (36–48 months))
TITLE		Approaches to Learning (AL): Attention, Engagement, and Persistence

PERFORMANCE EXPECTATION	AL.2.	Children engage in activities and tasks with attention, focus, and persistence.
INDICATOR	AL.2.1.3.	<p>Maintain focus on activities of interest despite distractions.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR	AL.2.2.3.	<p>Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down).</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>
INDICATOR	AL.2.3.3.	<p>Express goals and then work to achieve them with prompting and support (e.g., When asked, a child says "I want to make something" and then goes to the art center and draws a picture).</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
STRAND		APPROACHES TO LEARNING (Three-Year-Olds (36–48 months))
TITLE		Approaches to Learning (AL): Problem Solving
PERFORMANCE EXPECTATION	AL.3.	Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.
INDICATOR	AL.3.1.3.	<p>Make predictions based on past experiences.</p> <p><u>Objectives for Development and Learning</u> Objective 12 Remembers and connects experiences 12b Remembers and connects experiences Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>

INDICATOR	AL.3.2.3.	<p>Recall and use previously successful strategies to complete tasks.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility</p>
INDICATOR	AL.3.3.3.	<p>Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility Objective 11 Demonstrates Positive Approaches to Learning 11d Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Three-Year-Olds (36–48 months))
TITLE		Mathematics (CM): Knowledge of Numbers
PERFORMANCE EXPECTATION	CM.1.	Children demonstrate knowledge of numbers and the relationships between numbers and quantities.
INDICATOR	CM.1.1.3.	<p>Rote count to 10 with accuracy.</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
INDICATOR	CM.1.2.3.	<p>Count up to five objects arranged in a line with one-to-one correspondence.</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>

INDICATOR	CM.1.3.3.	<p>Begin to understand that the last number counted represents how many objects are in a group (cardinality).</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
INDICATOR	CM.1.4.3.	<p>Recognize and name the number of items in a small set (up to three) without counting (subitizing).</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
INDICATOR	CM.1.5.3.	<p>Compare two groups of objects and indicate whether the number of objects in each group is the same or different.</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to 5) instantly; combines and separates up to five objects and describes the parts</p>
INDICATOR	CM.1.6.3.	<p>Identify written numerals 0–5 by name and match each to counted objects.</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations 20c Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>
INDICATOR	CM.1.8.3.	<p>Identify the first and often second object or person in a sequence.</p> <p><u>Objectives for Development and Learning</u> Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers</p>

STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Three-Year-Olds (36–48 months))
TITLE		Mathematics (CM): Patterns and Operations
PERFORMANCE EXPECTATION	CM.2.	Children demonstrate knowledge of patterns and operations.
INDICATOR	CM.2.1.3.	<p>Recognize and copy simple repeating patterns in different forms (e.g., red–blue, circle–square).</p> <p><u>Objectives for Development and Learning</u> Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns</p>
INDICATOR	CM.2.2.3.	<p>Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. Three are red, and one is blue.).</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to 5) instantly; combines and separates up to five objects and describes the parts</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Three-Year-Olds (36–48 months))
TITLE		Mathematics (CM): Measurement
PERFORMANCE EXPECTATION	CM.3.	Children measure objects by their various attributes and use differences in attributes to make comparisons.
INDICATOR	CM.3.1.3.	<p>Sort objects into two or more groups based on one physical characteristic (attribute).</p> <p><u>Objectives for Development and Learning</u> 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</p>
INDICATOR	CM.3.2.3.	<p>Describe objects using measurable attributes (e.g., tall/short, big/little, heavy/light).</p> <p><u>Objectives for Development and Learning</u></p>

		Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Three-Year-Olds (36–48 months))
TITLE		Mathematics (CM): Shapes and Spatial Relationships
PERFORMANCE EXPECTATION	CM.4.	Children identify shapes and their properties, and describe the positions of objects in space.
INDICATOR	CM.4.1.3.	Match a wider variety of shapes with different sizes and orientations. <u>Objectives for Development and Learning</u> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
INDICATOR	CM.4.2.3.	Recognize basic shapes (e.g., circle, square, typical triangle). <u>Objectives for Development and Learning</u> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
INDICATOR	CM.4.4.3.	Build objects by combining basic shapes (e.g., pictures, tangrams, block structures). <u>Objectives for Development and Learning</u> 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
INDICATOR	CM.4.5.3.	Move their body and objects to follow simple directions related to proximity (e.g., beside, between, next to). <u>Objectives for Development and Learning</u> Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships

		Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Three-Year-Olds (36–48 months))
TITLE		Science (CS): Scientific Inquiry
PERFORMANCE EXPECTATION	CS.1.	Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.
INDICATOR	CS.1.1.3.	Investigate, observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world using their senses and simple tools. <u>Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills Objective 28 Uses tools and other technology to perform tasks
INDICATOR	CS.1.2.3.	Participates in simple scientific investigations. <u>Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills
INDICATOR	CS.1.3.3.	Describe and record findings from investigations they have conducted with prompting and support (e.g., verbally or non-verbally, drawings). <u>Objectives for Development and Learning</u> Objective 24 Uses scientific inquiry skills
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Three-Year-Olds (36–48 months))
TITLE		Social Studies (CSS)
PERFORMANCE EXPECTATION	CSS.1.	Children demonstrate an awareness of time (past, present, and future) and place within the community.
INDICATOR	CSS.1.1.3.	Recall the sequence of daily routines, events, and/or activities that happened at an earlier time. <u>Objectives for Development and Learning</u>

		Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view Objective 22 Compares and Measures 22b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
INDICATOR	CSS.1.2.3.	Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community. Objectives for Development and Learning Objective 32 Demonstrates simple geographic knowledge
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Three-Year-Olds (36–48 months))
TITLE		Social Studies (CSS)
PERFORMANCE EXPECTATION	CSS.2.	Children demonstrate an awareness of themselves as individuals and as members of a family and community.
INDICATOR	CSS.2.1.3.	Communicate information about their family and community. Objectives for Development and Learning Objective 29 Demonstrates knowledge about self Objective 30 Shows basic understanding of people and how they live
INDICATOR	CSS.2.2.3.	Carry out routines and responsibilities in the classroom with prompting from adults. Objectives for Development and Learning Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

INDICATOR	CSS.2.3.3.	<p>Share information about other members and activities of a familiar group (e.g., talk about class events, share a story about their birthday party).</p> <p>Objectives for Development and Learning Objective 9 Uses language to express thoughts and needs 9d Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details Objective 29 Demonstrates knowledge about self Objective 30 Shows basic understanding of people and how they live</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Three-Year-Olds (36–48 months))
TITLE		Creative Arts (CCA): Music and Movement
PERFORMANCE EXPECTATION	CCA.1.	Children engage in multiple and varied music and movement experiences.
INDICATOR	CCA.1.1.3.	<p>Move body with creativity to imitate the beat and tempo of music of different genres.</p> <p>Objectives for Development and Learning Objective 34 Explores musical concepts and expression</p>
INDICATOR	CCA.1.2.3.	<p>Create music using their bodies, instruments, and/or voice.</p> <p>Objectives for Development and Learning Objective 34 Explores musical concepts and expression</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Three-Year-Olds (36–48 months))
TITLE		Creative Arts (CCA): Visual Arts
PERFORMANCE EXPECTATION	CCA.2.	Children engage in multiple and varied visual arts experiences.
INDICATOR	CCA.2.1.3.	<p>Observe and participate in discussions about various forms of art, including what they notice and what it makes them think about.</p> <p>Objectives for Development and Learning Objective 10 Uses appropriate conversational and other communication skills a.</p>

		Engages in conversations Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges Objective 33 Explores the visual arts
INDICATOR	CCA.2.2.3.	Explore a variety of materials, tools, and techniques to create artistic works. <u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is Objective 33 Explores the visual arts
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Three-Year-Olds (36–48 months))
TITLE		Creative Arts (CCA): Dramatic Play
PERFORMANCE EXPECTATION	CCA.3.	Children engage in multiple and varied forms of dramatic play.
INDICATOR	CCA.3.1.3.	Engage in dramatic play that includes both real-life and fantasy experiences. <u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else Objective 36 Explores drama through actions and language
INDICATOR	CCA.3.2.3.	Create various voice inflections and facial expressions in play. <u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Objective 36 Explores drama through actions and language

INDICATOR	CCA.3.3.3.	Engage in play experiences that involve roles with the use of props and costumes. <u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else Objective 36 Explores drama through actions and language
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Three-Year-Olds (36–48 months))
TITLE		Language Development (LD): Receptive Communication
PERFORMANCE EXPECTATION	LD.1.	Children attend to, understand, and respond to verbal and non-verbal communication and language from others.
INDICATOR	LD.1.2.3.	Respond to speech and other communication directed at them. <u>Objectives for Development and Learning</u> Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	LD.1.3.3.	Demonstrate understanding of a variety of words through conversations and actions, including those relating to objects and actions. Determine the meaning of unknown words by asking questions or using contextual clues, with modeling and support. <u>Objectives for Development and Learning</u> Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
INDICATOR	LD.1.4.3.	Follow directions of two or more steps with familiar objects, experiences, and/or routines, using visual cues if needed (e.g. wash and dry hands using a visual of the hand-washing sequence).

		<p>Objectives for Development and Learning</p> <p>Objective 08 Listens to and understands increasingly complex language b. Follows directions</p> <p>Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Three-Year-Olds (36–48 months))
TITLE		Language Development (LD): Expressive Communication
PERFORMANCE EXPECTATION	LD.2.	Communicate with others to express self.
INDICATOR	LD.2.1.3.	<p>Communicate using simple sentences.</p> <p>Objectives for Development and Learning</p> <p>Objective 9 Uses language to express thoughts and needs</p> <p>9c Uses conventional grammar</p> <p>Objective 9c.6 Uses complete, four-to six-word sentences</p>
INDICATOR	LD.2.2.3.	<p>Communicate ideas, describe activities, and negotiate social interactions using verbal communication.</p> <p>Objectives for Development and Learning</p> <p>Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</p> <p>Objective 9a.6 Describes and tells the use of many familiar items</p> <p>Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</p> <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
INDICATOR	LD.2.3.3.	<p>Answer and ask questions about a variety of familiar topics, activities, and/or concepts.</p> <p>Objectives for Development and Learning</p> <p>Objective 08 Listens to and understands increasingly complex language a. Comprehends language</p>

		Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	LD.2.4.3.	Express feelings, talk about position and direction, and describe actions using a variety of words. Describe the use of familiar objects, including objects that belong in the same category based on how they are used. Determine the meanings of unknown words by asking questions or using contextual clues, with modeling and support. <u>Objectives for Development and Learning</u> Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
INDICATOR	LD.2.5.3.	Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors. <u>Objectives for Development and Learning</u> Objective 9 Uses language to express thoughts and needs 9b Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual word
INDICATOR	LD.2.6.3.	Use common prepositions, correct subject-verb agreement, pronouns, and possessives. <u>Objectives for Development and Learning</u> Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four-to six-word sentences
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Three-Year-Olds (36–48 months))
TITLE		Language Development (LD): Social and Conversational Rules
PERFORMANCE EXPECTATION	LD.3.	Children use social and conversational rules.
INDICATOR	LD.3.1.3.	Sometimes initiate communication with peers by asking questions or using verbal or non-verbal cues.

		<p><u>Objectives for Development and Learning</u></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>Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</p> <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
INDICATOR	LD.3.2.3.	<p>Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest. Use appropriate volume and intonation when communicating, with modeling and support.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</p> <p>Objective 10a.6 Engages in conversations of at least three exchanges</p> <p>Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</p> <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
INDICATOR	LD.3.3.3.	<p>Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support. Follow simple rules from group discussions, with reminders.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</p> <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
INDICATOR	LD.3.4.3.	<p>Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules.</p>

		<u>Objectives for Development and Learning</u> Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four-to six-word sentences
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Three-Year-Olds (36–48 months))
TITLE		Early Literacy (EL): Phonological Awareness
PERFORMANCE EXPECTATION	EL.1.	Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.
INDICATOR	EL.1.1.3.	Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity. <u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
INDICATOR	EL.1.2.3.	Shows awareness that some words start with the same initial sound. <u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.4 Shows awareness that some words begin the same way
INDICATOR	EL.1.3.3.	Segment spoken sentences into individual words with guidance and support. <u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition 15c Notices and discriminates discrete units of sound Objective 15c.2 Shows awareness of separate words in sentences
INDICATOR	EL.1.4.3.	Identify syllables in spoken words with guidance and support. <u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word

		recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
INDICATOR	EL.1.5.3.	Blend a sequence of spoken syllables to produce words with guidance and support. <u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Three-Year-Olds (36–48 months))
TITLE		Early Literacy (EL): Print Concepts
PERFORMANCE EXPECTATION	EL.2.	Children demonstrate knowledge of books and how print conveys meaning.
INDICATOR	EL.2.1.3.	Recognize and name familiar symbols and logos in the environment (environmental print). <u>Objectives for Development and Learning</u> 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 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
INDICATOR	EL.2.2.3.	Distinguish print from pictures and show awareness that print communicates meaning. <u>Objectives for Development and Learning</u> Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
INDICATOR	EL.2.3.3.	Hold a book right side up and turn most pages one by one from front to back. Demonstrate awareness that print progresses from left to right and top to bottom on a page with guidance and support. <u>Objectives for Development and Learning</u>

		<p>Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</p> <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</p> <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>
INDICATOR	EL.2.4.3.	<p>Share self-selected familiar books and engage in pretend reading with others.</p> <p>Objectives for Development and Learning</p> <p>Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills</p> <p>Objective 18.b4 Pretends to read using some of the language from the text; describes the action across pages; using pictures to order the events; may need prompts from adult</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Three-Year-Olds (36–48 months))
TITLE		Early Literacy (EL): Alphabet Awareness
PERFORMANCE EXPECTATION	EL.3.	Children recognize and identify letters and make letter-sound connections.
INDICATOR	EL.3.1.3.	<p>Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.</p> <p>Objectives for Development and Learning</p> <p>Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</p> <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p>
INDICATOR	EL.3.2.3.	<p>Identify the sound for a few recognized letters.</p> <p>Objectives for Development and Learning</p> <p>Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences</p> <p>Objective 16b.2 Identifies the sounds of a few letters</p>

STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Three-Year-Olds (36–48 months))
TITLE		Early Literacy (EL): Comprehension
PERFORMANCE EXPECTATION	EL.4.	Children show interest in and gain understanding from a variety of early literacy experiences.
INDICATOR	EL.4.1.3.	<p>Tell make-believe or real-life stories, sometimes in random sequence.</p> <p>Objectives for Development and Learning Objective 09 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
INDICATOR	EL.4.2.3.	<p>Retell familiar stories using pictures or props as prompts.</p> <p>Objectives for Development and Learning Objective 18 Comprehends and responds to books and other texts 18c Retells stories and recounts details form information texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
INDICATOR	EL.4.3.3.	<p>Ask or answer questions about key details in a familiar story, informational book, or other text.</p> <p>Objectives for Development and Learning Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR	EL.4.4.3.	<p>Answer questions about how events and information from stories relate to their own experiences.</p> <p>Objectives for Development and Learning Objective 12 Remembers and connects experiences 12b Remembers and connects experiences</p>

		Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	EL.4.5.3.	Share their own thoughts and reactions to a story or text. Objectives for Development and Learning Objective 18 Comprehends and responds to books and other texts 18a Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
INDICATOR	EL.4.6.3.	Explore a variety of literacy genres, including stories/make believe, informational text, and poetry. Objectives for Development and Learning Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.8 Uses various types of books for their intended purposes
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Three-Year-Olds (36–48 months))
TITLE		Early Literacy (EL): Emergent Writing
PERFORMANCE EXPECTATION	EL.5.	Children write and draw to express their ideas, using some letters and print conventions.
INDICATOR	EL.5.1.3.	Show emerging awareness that writing can be used for a variety of purposes. Objectives for Development and Learning Objective 19 Demonstrates writing skills 19b Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letters forms to convey a message
INDICATOR	EL.5.2.3.	Write letter-like forms and a few letters, although often not oriented or written correctly. String some letter-like forms and/or letters together as if they are a word.

		<p><u>Objectives for Development and Learning</u></p> <p>Objective 19 Demonstrates writing skills</p> <p>19a Writes name</p> <p>Objective 19a.6 Writes mock letters or letter-like forms</p> <p>Objective 19 Demonstrates writing skills</p> <p>19b Writes to convey ideas and information</p> <p>Objective 19b.6 Uses drawing, dictation, and mock letters or letters forms to convey a message</p>
INDICATOR	EL.5.3.3.	<p>Dictate ideas for someone to write down. Use scribbles, shapes, letter-like forms, letters, and numerals to write and/or represent words or ideas. Discuss or answer questions about their writing and drawings.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 14 Uses symbols and images to represent something not present</p> <p>14a Thinks symbolically</p> <p>Objective 14a.4 Draws or constructs, and then identifies what it is</p> <p>Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</p> <p>Objective 19b.6 Uses drawing, dictation, and mock letters or letters forms to convey a message</p>
STRAND		PHYSICAL DEVELOPMENT (Three-Year-Olds (36–48 months))
TITLE		Physical Development (PD): Gross Motor
PERFORMANCE EXPECTATION	PD.1.	Children demonstrate large muscle control and coordination.
INDICATOR	PD.1.1.3.	<p>Demonstrate body and spatial awareness in physical play activities (e.g., moves around cones).</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills</p> <p>Objective 4.6 Move purposefully from place to place with control.</p>
INDICATOR	PD.1.2.3.	<p>Use large muscle movements (locomotor skills) with control, coordination, and balance (e.g., running, hopping, climbing stairs).</p>

		<p>Objectives for Development and Learning</p> <p>Objective 04 Demonstrates traveling skills</p> <p>Objective 4.6 Moves purposefully from place to place with control</p> <p>Objective 05 Demonstrates balancing skills</p> <p>Objective 5.6 Sustains balance during simple movement experiences</p>
INDICATOR	PD.1.3.3.	<p>Use large muscle movements (non-locomotor) with control, balance and coordination during active play (e.g., bending, stretching, twisting).</p> <p>Objectives for Development and Learning</p> <p>Objective 04 Demonstrates traveling skills</p> <p>Objective 4.6 Moves purposefully from place to place with control</p> <p>Objective 05 Demonstrates balancing skills</p> <p>Objective 5.6 Sustains balance during simple movement experiences</p>
INDICATOR	PD.1.4.3.	<p>Demonstrate strength and stamina that allows for participation in physical play activities for moderate periods of time.</p> <p>Objectives for Development and Learning</p> <p>Objective 04 Demonstrates traveling skills</p> <p>Objective 4.6 Moves purposefully from place to place with control</p> <p>Objective 05 Demonstrates balancing skills</p> <p>Objective 5.6 Sustains balance during simple movement experiences</p>
STRAND		PHYSICAL DEVELOPMENT (Three-Year-Olds (36–48 months))
TITLE		Physical Development (PD): Fine Motor
PERFORMANCE EXPECTATION	PD.2.	Children demonstrate small muscle control and coordination.
INDICATOR	PD.2.1.3.	<p>Demonstrate increasing control and coordination of hands, fingers, and wrists (small muscles) to manipulate objects and tools with a purpose.</p> <p>Objectives for Development and Learning</p> <p>Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</p> <p>Objective 7a.6 Uses refined wrist and finger movements</p>

INDICATOR	PD.2.2.3.	<p>Demonstrate eye-hand coordination to manipulate smaller objects (e.g., large buttons, zippers, scissors) with increasing control.</p> <p>Objectives for Development and Learning Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements</p>
STRAND		PHYSICAL DEVELOPMENT (Three-Year-Olds (36–48 months))
TITLE		Physical Development (PD): Healthy Behaviors
PERFORMANCE EXPECTATION	PD.3.	Children demonstrate healthy and safe behaviors.
INDICATOR	PD.3.1.3.	<p>Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities.</p> <p>Objectives for Development and Learning Objective 3 participates cooperatively and constructively in group situations 3a Balances needs and rights of self and others Objective 3a.4 Takes turns Objective 29 Demonstrates knowledge about self</p>
INDICATOR	PD.3.2.3.	<p>Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body.</p> <p>Objectives for Development and Learning Objective 29 Demonstrates knowledge about self. Objective 30 Shows basic understanding of people and how they live</p>
INDICATOR	PD.3.3.3.	<p>Identify safety rules and follow them with guidance from adults.</p> <p>Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>

STRAND		INTERPERSONAL SKILLS (Three-Year-Olds (36–48 months))
TITLE		Interpersonal Skills (IS): Relationships with Adults
PERFORMANCE EXPECTATION	IS.1.	Children engage in and maintain positive relationships and interactions with adults.
INDICATOR	IS.1.1.3.	<p>Demonstrate recognition of familiar adults using simple actions or words.</p> <p><u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
INDICATOR	IS.1.2.3.	<p>Separate from familiar adults when in familiar settings, such as leaving a familiar adult to join a swimming lessons class.</p> <p><u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
INDICATOR	IS.1.3.3.	<p>Request help from adults to meet needs or solve problems, then attempt to implement suggestions with adult support.</p> <p><u>Objectives for Development and Learning</u> Objective 3 Participates cooperatively and constructively in group situations 3b Solves social problems Objective 3b.4 Seeks adult help to solve social problems</p>
INDICATOR	IS.1.4.3.	<p>Interact with both familiar and unfamiliar adults, such as greeting a class guest by waving.</p> <p><u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>

INDICATOR	IS.1.5.3.	<p>Interact with adults to seek information and to socialize, such as asking a neighbor if they have a dog.</p> <p>Objectives for Development and Learning Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
STRAND		INTERPERSONAL SKILLS (Three-Year-Olds (36–48 months))
TITLE		Interpersonal Skills (IS): Relationships with Children
PERFORMANCE EXPECTATION	IS.2.	Children engage in and maintain positive relationships and interactions with other children.
INDICATOR	IS.2.1.3.	<p>Interact or play cooperatively with other children, such as asking another child, “Want to run with me?”</p> <p>Objectives for Development and Learning Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
INDICATOR	IS.2.2.3.	<p>Demonstrate prosocial behaviors (e.g., taking turns, sharing) when playing with other children with some prompting from adults, such as waiting until another child is done playing on the swing and then getting onto the swing.</p> <p>Objectives for Development and Learning Objective 3 participates cooperatively and constructively in group situations 3a Balances needs and rights of self and others Objective 3a.4 Takes turns</p>
INDICATOR	IS.2.3.3.	<p>Demonstrate preference to play with one or more specific children, such as joining the same two children for several days to play tag.</p> <p>Objectives for Development and Learning Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group</p>

		<p>of two to three children</p> <p>Objective 02 Establishes and sustains positive relationships d. Makes friends</p> <p>Objective 2d.4 Plays with one or two preferred playmates</p>
INDICATOR	IS.2.4.3.	<p>Initiate an activity or join other children in an activity that is already in progress, such as saying, "I want to play!" and joining other children in the dramatic play center.</p> <p>Objectives for Development and Learning</p> <p>Objective 02 Establishes and sustains positive relationships c. Interacts with peers</p> <p>Objective 2c.4 Uses successful strategies for entering groups</p>
INDICATOR	IS.2.5.3.	<p>Suggest solutions to conflicts with adult guidance and support, such as saying, "I can ask them to stop" when asked by an adult what to do when another child takes away a toy.</p> <p>Objectives for Development and Learning</p> <p>Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Objective 3b.6 Suggest solutions to social problems</p>
STRAND		INTERPERSONAL SKILLS (Three-Year-Olds (36–48 months))
TITLE		Interpersonal Skills (IS): Self-Esteem
PERFORMANCE EXPECTATION	IS.3.	Children recognize themselves as individuals and express positive self-esteem.
INDICATOR	IS.3.1.3.	<p>Begin to describe oneself using personal physical characteristics (e.g., hair color, eye color).</p> <p>Objectives for Development and Learning</p> <p>Objective 29 Demonstrates knowledge about self</p>
INDICATOR	IS.3.3.3.	<p>Use one's own first and last name.</p> <p>Objectives for Development and Learning</p> <p>Objective 29 Demonstrates knowledge about self</p>
INDICATOR	IS.3.4.3.	<p>Express likes and dislikes, and make choices based on personal preferences, such as choosing a playground or center activity.</p>

		<p>Objectives for Development and Learning</p> <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 11 Demonstrates Positive Approaches to Learning</p> <p>11b Persists</p> <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p> <p>Objective 29 Demonstrates knowledge about self</p>
INDICATOR	IS.3.5.3.	<p>Demonstrate confidence in one's own abilities and accomplish routine and familiar tasks independently, such as brushing teeth and then saying, "My teeth are all clean!"</p> <p>Objectives for Development and Learning</p> <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 29 Demonstrates knowledge about self</p>
INDICATOR	IS.3.6.3.	<p>Express positive feelings about self when prompted, such as riding a tricycle and stating, "I did it myself."</p> <p>Objectives for Development and Learning</p> <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 11 Demonstrates Positive Approaches to Learning</p> <p>11b Persists</p> <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p> <p>Objective 29 Demonstrates knowledge about self</p>
STRAND		INTERPERSONAL SKILLS (Three-Year-Olds (36–48 months))
TITLE		Interpersonal Skills (IS): Self-Regulation
PERFORMANCE EXPECTATION	IS.4.	Children moderate their behavior and respond to the feelings of others.

INDICATOR	IS.4.1.3.	<p>Express complex feelings (e.g., gratitude, surprise, frustration, confusion) using actions or words, such as saying in frustration, “Ugh, I can’t do it.”</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification Objective 29 Demonstrates knowledge about self</p>
INDICATOR	IS.4.2.3.	<p>Accurately name one’s own basic feelings (e.g., happy; mad; sad), such as a child expressing, “I am excited.”</p> <p><u>Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self</p>
INDICATOR	IS.4.3.3.	<p>Accurately name basic feelings in others and respond with care and concern, such as asking other children, “What’s wrong?” and trying to comfort or cheer them.</p> <p><u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others</p>
INDICATOR	IS.4.5.3.	<p>Participate in routines, manage transitions, and follow adult guidelines for behavior with occasional reminders, such as preparing for nap after a prompt from an adult by putting the mat in place and getting a blanket.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR	IS.4.6.3.	<p>Demonstrate understanding of how one’s own actions and behavior affect others, such as asking an adult for help rather than taking a toy from another child.</p> <p><u>Objectives for Development and Learning</u> Objective 2 Establishes and sustains positive relationships</p>

		<p>2c Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>Objective 3 participates cooperatively and constructively in group situations</p> <p>3a Balances needs and rights of self and others Objective 3a.2 Responds appropriately to other's expressions of wants</p>
INDICATOR	IS.4.7.3.	<p>Use a variety of strategies, such as deep breathing or use of words, to manage reactions and behavior with adult support.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
INDICATOR	IS.4.8.3.	<p>Demonstrate the ability to wait to get something one wants (delayed gratification), such as waiting to take a turn riding a tricycle.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
INDICATOR	IS.4.9.3.	<p>Express strong feelings constructively with assistance, such as going to a quiet area or asking for a favorite book to be read when upset.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>
INDICATOR	IS.4.10.3.	<p>Follow schedules with few reminders, such as cleaning up toys and joining group activities.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>

STRAND		APPROACHES TO LEARNING (Four-Year-Olds (48–60 months))
TITLE		Approaches to Learning (AL): Initiative and Curiosity
PERFORMANCE EXPECTATION	AL.1.	Children engage in multiple and varied play-based experiences.
INDICATOR	AL.1.1.4.	<p>Seek out and engage with unfamiliar objects, materials, and experiences.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR	AL.1.2.4.	<p>Seek information and contribute to discussions about a variety of new topics, ideas, and activities.</p> <p><u>Objectives for Development and Learning</u> 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</p>
INDICATOR	AL.1.3.4.	<p>Complete multi-step tasks independently.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates Positive Approaches to Learning 11a Attends and Engages Objective 11a.6 Sustains work on age-appropriate interesting tasks; can ignore most distractions and interruptions</p>
STRAND		APPROACHES TO LEARNING (Four-Year-Olds (48–60 months))
TITLE		Approaches to Learning (AL): Attention, Engagement, and Persistence
PERFORMANCE EXPECTATION	AL.2.	Children engage in activities and tasks with attention, focus, and persistence.
INDICATOR	AL.2.1.4.	<p>Maintain focus on adult-directed activities with adult support.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning a. Attends and engages</p>

		Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
INDICATOR	AL.2.2.4.	<p>Persist with a challenging task despite interruptions and disruptions.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
INDICATOR	AL.2.3.4.	<p>Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, "I want to play doctor after breakfast. Liam is going to play with me.", and then does so after eating).</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
STRAND		APPROACHES TO LEARNING (Four-Year-Olds (48–60 months))
TITLE		Approaches to Learning (AL): Problem Solving
PERFORMANCE EXPECTATION	AL.3.	Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.
INDICATOR	AL.3.1.4.	<p>Make predictions and explain reasoning.</p> <p><u>Objectives for Development and Learning</u> Objective 12 Remembers and connects experiences 12b Remembers and connects experiences Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
INDICATOR	AL.3.2.4.	<p>Apply prior knowledge and experiences to complete new tasks and solve new problems.</p> <p><u>Objectives for Development and Learning</u> Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and</p>

		<p>analyzing results</p> <p>Objective 11 Demonstrates Positive Approaches to Learning</p> <p>11d Shows curiosity and motivation</p> <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
INDICATOR	AL.3.3.4.	<p>Communicate the steps used to solve problems and/or accomplish tasks.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 11 Demonstrates positive approaches to learning c. Solves problems</p> <p>Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Four-Year-Olds (48–60 months))
TITLE		Mathematics (CM): Knowledge of Numbers
PERFORMANCE EXPECTATION	CM.1.	Children demonstrate knowledge of numbers and the relationships between numbers and quantities.
INDICATOR	CM.1.1.4.	<p>Rote count to 20 with accuracy. Tell what number (1–10) comes next in order by counting.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 20 Uses number concepts and operations a. Counts</p> <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
INDICATOR	CM.1.2.4.	<p>Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 20 Uses number concepts and operations a. Counts</p> <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>

INDICATOR	CM.1.3.4.	<p>Tell how many objects are in a group by giving the last number counted (cardinality).</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
INDICATOR	CM.1.4.4.	<p>Recognize and name the number of items in a small set (up to five without counting (subitizing)).</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
INDICATOR	CM.1.5.4.	<p>Compare two groups of objects and identify whether the number of objects in one group is more, less, or the same as the number of objects in the other group.</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
INDICATOR	CM.1.6.4.	<p>Identify written numerals 0–10 by name and match each to counted objects.</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
INDICATOR	CM.1.7.4.	<p>Read and write some numerals up to 10.</p> <p><u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</p>

		Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
INDICATOR	CM.1.8.4.	Identify an object's or person's position in a sequence using ordinal numbers (e.g., first, second, third). <u>Objectives for Development and Learning</u> Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Four-Year-Olds (48-60 months))
TITLE		Mathematics (CM): Patterns and Operations
PERFORMANCE EXPECTATION	CM.2.	Children demonstrate knowledge of patterns and operations.
INDICATOR	CM.2.1.4.	Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue, circle-square-triangle). <u>Objectives for Development and Learning</u> Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
INDICATOR	CM.2.3.4.	Solve simple addition and subtraction problems by using concrete objects or fingers during play and daily activities (e.g., If we have 3 apples and eat 1, how many apples do we have left?). <u>Objectives for Development and Learning</u> Objective 20 Uses number concepts and operations 20e Applies properties of mathematical operations and relationships Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Four-Year-Olds (48-60 months))
TITLE		Mathematics (CM): Measurement

PERFORMANCE EXPECTATION	CM.3.	Children measure objects by their various attributes and use differences in attributes to make comparisons.
INDICATOR	CM.3.1.4.	<p>Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.</p> <p><u>Objectives for Development and Learning</u> Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>
INDICATOR	CM.3.2.4.	<p>Describe measurable attributes of objects and materials using comparative words (e.g., long, longer, longest).</p> <p><u>Objectives for Development and Learning</u> Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
INDICATOR	CM.3.3.4.	<p>Compare and order a small set of objects using measurable terms (e.g., length, weight).</p> <p><u>Objectives for Development and Learning</u> Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
INDICATOR	CM.3.4.4.	<p>Describe the purpose of simple measurement tools.</p> <p><u>Objectives for Development and Learning</u> Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
INDICATOR	CM.3.5.4.	<p>Measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support.</p> <p><u>Objectives for Development and Learning</u></p>

		Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Four-Year-Olds (48–60 months))
TITLE		Mathematics (CM): Shapes and Spatial Relationships
PERFORMANCE EXPECTATION	CM.4.	Children identify shapes and their properties, and describe the positions of objects in space.
INDICATOR	CM.4.2.4.	Identify basic shapes (e.g., circle, square, triangle, rectangle) regardless of size and orientation. <u>Objectives for Development and Learning</u> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
INDICATOR	CM.4.3.4.	Describe basic two- and three-dimensional shapes (e.g., a square has four sides, the ball rolls). <u>Objectives for Development and Learning</u> Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
INDICATOR	CM.4.4.4.	Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square). <u>Objectives for Development and Learning</u> 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

INDICATOR	CM.4.5.4.	<p>Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above, below, in front of, near, behind).</p> <p>Objectives for Development and Learning Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Four-Year-Olds (48-60 months))
TITLE		Science (CS): Scientific Inquiry
PERFORMANCE EXPECTATION	CS.1.	Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.
INDICATOR	CS.1.1.4.	<p>Observe, ask questions, predict, make comparisons, and gather information about the physical and natural world using their senses, prior knowledge, previous experiences, equipment, and tools.</p> <p>Objectives for Development and Learning Objective 24 Uses scientific inquiry skills Objective 28 Uses tools and other technology to perform tasks</p>
INDICATOR	CS.1.2.4.	<p>Conduct scientific investigations and simple experiments.</p> <p>Objectives for Development and Learning Objective 24 Uses scientific inquiry skills</p>
INDICATOR	CS.1.3.4.	<p>Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support (e.g., discussions, drawings, graphs).</p> <p>Objectives for Development and Learning Objective 22 Compares and Measures 22c Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</p>

		Objective 24 Uses scientific inquiry skills
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Four-Year-Olds (48–60 months))
TITLE		Social Studies (CSS)
PERFORMANCE EXPECTATION	CSS.1.	Children demonstrate an awareness of time (past, present, and future) and place within the community.
INDICATOR	CSS.1.1.4.	<p>Communicate events, activities, and people from the past.</p> <p><u>Objectives for Development and Learning</u> Objective 09 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view</p>
INDICATOR	CSS.1.2.4.	<p>Identify familiar landmarks in their community (e.g., fire station, post office).</p> <p><u>Objectives for Development and Learning</u> Objective 32 Demonstrates simple geographic knowledge</p>
INDICATOR	CSS.1.3.4.	<p>Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom, playground) through drawings or play activities.</p> <p><u>Objectives for Development and Learning</u> Objective 32 Demonstrates simple geographic knowledge</p>
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Four-Year-Olds (48–60 months))
TITLE		Social Studies (CSS)
PERFORMANCE EXPECTATION	CSS.2.	Children demonstrate an awareness of themselves as individuals and as members of a family and community.

INDICATOR	CSS.2.1.4.	Describe familiar elements of one's family, community, and traditions. <u>Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self Objective 30 Shows basic understanding of people and how they live
INDICATOR	CSS.2.2.4.	Identify responsibilities of self and others in school, home, and community. <u>Objectives for Development and Learning</u> Objective 29 Demonstrates knowledge about self Objective 30 Shows basic understanding of people and how they live
INDICATOR	CSS.2.3.4.	Identify self as a member of groups and share information about other groups (e.g., gymnastics class, soccer team, member of a school). <u>Objectives for Development and Learning</u> Objective 9 Uses language to express thoughts and needs 9d Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details Objective 29 Demonstrates knowledge about self Objective 30 Shows basic understanding of people and how they live
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Four-Year-Olds (48–60 months))
TITLE		Creative Arts (CCA): Music and Movement
PERFORMANCE EXPECTATION	CCA.1.	Children engage in multiple and varied music and movement experiences.
INDICATOR	CCA.1.1.4.	Express thoughts and feelings through dance and movement with increasing spatial awareness. <u>Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression
INDICATOR	CCA.1.2.4.	Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs. Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (beat), tempo (speed),

		and volume. <u>Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Four-Year-Olds (48-60 months))
TITLE		Creative Arts (CCA): Visual Arts
PERFORMANCE EXPECTATION	CCA.2.	Children engage in multiple and varied visual arts experiences.
INDICATOR	CCA.2.1.4.	Observe and participate in discussions about various forms of art, including how it makes them feel and/or specific elements of art (e.g., color, line, texture). <u>Objectives for Development and Learning</u> Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges Objective 33 Explores the visual arts
INDICATOR	CCA.2.2.4.	Use a variety of materials, tools, and techniques to create artistic works that reflect their own culture, thoughts, feelings, experiences, or knowledge. <u>Objectives for Development and Learning</u> Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is Objective 33 Explores the visual arts
STRAND		COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE (Four-Year-Olds (48-60 months))
TITLE		Creative Arts (CCA): Dramatic Play
PERFORMANCE EXPECTATION	CCA.3.	Children engage in multiple and varied forms of dramatic play.
INDICATOR	CCA.3.1.4.	Participate in dramatic play to express thoughts, feelings and creativity. <u>Objectives for Development and Learning</u>



		<p>Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>Objective 36 Explores drama through actions and language</p>
INDICATOR	CCA.3.2.4.	<p>Represent a character by using voice inflections and facial expressions.</p> <p>Objectives for Development and Learning Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>Objective 36 Explores drama through actions and language</p>
INDICATOR	CCA.3.3.4.	<p>Engage in a variety of play experiences that include elements of drama (e.g., roles, dialogue, props).</p> <p>Objectives for Development and Learning Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Four-Year-Olds (48–60 months))
TITLE		Language Development (LD): Receptive Communication
PERFORMANCE EXPECTATION	LD.1.	Children attend to, understand, and respond to verbal and non-verbal communication and language from others.
INDICATOR	LD.1.2.4.	Respond to complex statements, questions, and other communication that include multiple phases and ideas.

		<p><u>Objectives for Development and Learning</u> Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
INDICATOR	LD.1.3.4.	<p>Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites. Determine the meaning of unknown words by asking questions, using contextual clues, pictures, and/or prior knowledge.</p> <p><u>Objectives for Development and Learning</u> Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
INDICATOR	LD.1.4.4.	<p>Follow detailed directions that involve multiple steps (e.g. "Get the sponge, dampen it with water, and clean your table top.")</p> <p><u>Objectives for Development and Learning</u> Objective 08 Listens to and understands increasingly complex language b. Follows directions Objective 8b.8 Follows detailed, instructional, multistep directions</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Four-Year-Olds (48–60 months))
TITLE		Language Development (LD): Expressive Communication
PERFORMANCE EXPECTATION	LD.2.	Communicate with others to express self.
INDICATOR	LD.2.1.4.	<p>Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.</p> <p><u>Objectives for Development and Learning</u> Objective 09 Uses language to express thoughts and needs c. Uses conventional</p>

		grammar Objective 9c.6 Uses complete, four- to six-word sentences
INDICATOR	LD.2.2.4.	Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication. Adjust communication strategies if the message is not understood. <u>Objectives for Development and Learning</u> Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items Objective 09 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
INDICATOR	LD.2.3.4.	Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems with explanation or follow-up questions. <u>Objectives for Development and Learning</u> Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
INDICATOR	LD.2.4.4.	Use several words that explain the same idea (i.e. synonyms) and opposites. Use acquired vocabulary in conversations. Determine the meaning of unknown words using prior knowledge and context clues in conversation. <u>Objectives for Development and Learning</u> Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs

INDICATOR	LD.2.5.4.	<p>Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors. Correctly use a variety of different types of words, including prepositions, regular and irregular plural nouns, pronouns, possessives and regular and irregular past tense verbs, most of the time.</p> <p>Objectives for Development and Learning Objective 9 Uses language to express thoughts and needs 9b Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual word</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Four-Year-Olds (48–60 months))
TITLE		Language Development (LD): Social and Conversational Rules
PERFORMANCE EXPECTATION	LD.3.	Children use social and conversational rules.
INDICATOR	LD.3.1.4.	<p>Initiate communication with peers by asking questions or using verbal cues.</p> <p>Objectives for Development and Learning Sometimes initiate communication with peers by asking questions or using verbal or non-verbal cues.</p> <p>Objectives for Development and Learning Objective 10 Uses appropriate conversational and other communication skills 10a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
INDICATOR	LD.3.2.4.	<p>Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous. Use appropriate volume and intonation to match the situation when communicating.</p> <p>Objectives for Development and Learning</p>

		<p>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges</p> <p>Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others</p>
INDICATOR	LD.3.3.4.	<p>Participate in a group discussion, making comments and asking questions related to the topic. Follow commonly accepted norms of communication in group settings with increasing independence.</p> <p>Objectives for Development and Learning Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others</p>
INDICATOR	LD.3.4.4.	<p>Speak in full sentences that are grammatically correct within their home language most of the time.</p> <p>Objectives for Development and Learning Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four-to six-word sentences</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Four-Year-Olds (48-60 months))
TITLE		Early Literacy (EL): Phonological Awareness
PERFORMANCE EXPECTATION	EL.1.	Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.
INDICATOR	EL.1.1.4.	Identify and produce rhyming words.

		<p><u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme</p>
INDICATOR	EL.1.2.4.	<p>Identify the initial sound in a spoken word with guidance and support.</p> <p><u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.8 Isolates and identifies the beginning sound of a word</p>
INDICATOR	EL.1.3.4.	<p>Segment spoken sentences into individual words.</p> <p><u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.2 Shows awareness of separate words in sentences</p>
INDICATOR	EL.1.4.4.	<p>Identify syllables in spoken words.</p> <p><u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words</p>
INDICATOR	EL.1.5.4.	<p>Blend a sequence of spoken syllables to produce words.</p> <p><u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words</p>

INDICATOR	EL.1.6.4.	<p>Blend onsets and rimes of single syllable spoken words with guidance and support.</p> <p><u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Four-Year-Olds (48–60 months))
TITLE		Early Literacy (EL): Print Concepts
PERFORMANCE EXPECTATION	EL.2.	Children demonstrate knowledge of books and how print conveys meaning.
INDICATOR	EL.2.1.4.	<p>Recognize and name pictures, symbols, and logos in the environment (environmental print).</p> <p><u>Objectives for Development and Learning</u> 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</p>
INDICATOR	EL.2.2.4.	<p>Demonstrate an understanding that print has meaning and corresponds with spoken language. Demonstrates awareness that written words are made up of a group of individual letters.</p> <p><u>Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
INDICATOR	EL.2.3.4.	<p>Hold a book right side up while turning pages one by one from front to back. Identify parts of a book such as the front, back, and title. Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page). Describe the role of the author and illustrator of a text.</p>

		<p>Objectives for Development and Learning</p> <p>Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</p> <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p> <p>Objective 17 Demonstrates knowledge of print and its uses</p> <p>17b Uses print concepts</p> <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p> <p>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
INDICATOR	EL.2.4.4.	<p>Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</p> <p>Objectives for Development and Learning</p> <p>Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</p> <p>Objective 17a.8 Uses various types of books for their intended purposes</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Four-Year-Olds (48–60 months))
TITLE		Early Literacy (EL): Alphabet Awareness
PERFORMANCE EXPECTATION	EL.3.	Children recognize and identify letters and make letter-sound connections.
INDICATOR	EL.3.1.4.	<p>Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.</p> <p>Objectives for Development and Learning</p> <p>Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</p> <p>Objective 16a.6 Identifies and names 11–20 upper. and 11–20 lowercase letters when presented in random order</p>

INDICATOR	EL.3.2.4.	<p>Identify or produce the sound of many recognized letters.</p> <p><u>Objectives for Development and Learning</u> Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters</p>
INDICATOR	EL.3.3.4.	<p>Recognize their own name and some common words in print.</p> <p><u>Objectives for Development and Learning</u> Objective 16a.6 Identifies and names 11–20 upper. and 11–20 lowercase letters when presented in random order</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Four-Year-Olds (48–60 months))
TITLE		Early Literacy (EL): Comprehension
PERFORMANCE EXPECTATION	EL.4.	Children show interest in and gain understanding from a variety of early literacy experiences.
INDICATOR	EL.4.1.4.	<p>Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.</p> <p><u>Objectives for Development and Learning</u> Objective 09 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
INDICATOR	EL.4.2.4.	<p>Describe some key details from familiar stories, such as characters, setting, and/or major events.</p> <p><u>Objectives for Development and Learning</u> Objective 18 Comprehends and responds to books and other texts c. Retells stories</p>

		<p>and recounts details from informational texts</p> <p>Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
INDICATOR	EL.4.3.4.	<p>Ask or answer questions about key details in a familiar story, informational book, or other text. Make predictions about events that might happen next, with guidance and support.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</p> <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
INDICATOR	EL.4.4.4.	<p>Recall their own experiences that relate to events and information from stories or informational texts.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 12 Remembers and connects experiences</p> <p>12b Remembers and connects experiences</p> <p>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p> <p>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</p> <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR	EL.4.5.4.	<p>Analyze and reason about stories and other text with guidance and support during shared reading experiences.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
INDICATOR	EL.4.6.4.	<p>Recognize differences between stories/make believe, information text, and poetry.</p>

		<p><u>Objectives for Development and Learning</u> Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)</p>
STRAND		LANGUAGE AND EARLY LITERACY DEVELOPMENT (Four-Year-Olds (48–60 months))
TITLE		Early Literacy (EL): Emergent Writing
PERFORMANCE EXPECTATION	EL.5.	Children write and draw to express their ideas, using some letters and print conventions.
INDICATOR	EL.5.1.4.	<p>Use writing for a variety of purposes to convey meaning.</p> <p><u>Objectives for Development and Learning</u> Objective 19 Demonstrates writing skills 19b Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</p>
INDICATOR	EL.5.2.4.	<p>Write some letters of meaningful words such as their name, using letters and letter-like forms.</p> <p><u>Objectives for Development and Learning</u> Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</p>
INDICATOR	EL.5.3.4.	<p>Attempt to write some words using invented spelling. Demonstrate awareness of some print conventions (e.g., moving from left to right when writing; leaving space between some groups of letters).</p> <p><u>Objectives for Development and Learning</u> Objective 19 Demonstrates writing skills 19b Writes to convey ideas and information</p>

		Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message
INDICATOR	EL.5.4.4.	<p>Dictate elaborative or meaningful information or stories for someone to write down. Use writing and/or digital tools to communicate information. Use classroom resources (e.g., labels; anchor charts) to support writing.</p> <p><u>Objectives for Development and Learning</u> Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
STRAND		PHYSICAL DEVELOPMENT (Four-Year-Olds (48–60 months))
TITLE		Physical Development (PD): Gross Motor
PERFORMANCE EXPECTATION	PD.1.	Children demonstrate large muscle control and coordination.
INDICATOR	PD.1.1.4.	<p>Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.</p> <p><u>Objectives for Development and Learning</u> Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games.</p>
INDICATOR	PD.1.2.4.	<p>Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.</p> <p><u>Objectives for Development and Learning</u> Objective 04 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games Objective 05 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences</p>
INDICATOR	PD.1.3.4.	Demonstrate coordination when using objects during active play (e.g., throwing, catching, kicking balls).

		<u>Objectives for Development and Learning</u> Objective 04 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games Objective 05 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences Objective 06 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
INDICATOR	PD.1.4.4.	Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time. <u>Objectives for Development and Learning</u> Objective 04 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games Objective 05 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
STRAND		PHYSICAL DEVELOPMENT (Four-Year-Olds (48-60 months))
TITLE		Physical Development (PD): Fine Motor
PERFORMANCE EXPECTATION	PD.2.	Children demonstrate small muscle control and coordination.
INDICATOR	PD.2.1.4.	Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision. <u>Objectives for Development and Learning</u> Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATOR	PD.2.2.4.	Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines, drawing) with moderate levels of precision and control. <u>Objectives for Development and Learning</u> Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements

STRAND		PHYSICAL DEVELOPMENT (Four-Year-Olds (48–60 months))
TITLE		Physical Development (PD): Healthy Behaviors
PERFORMANCE EXPECTATION	PD.3.	Children demonstrate healthy and safe behaviors.
INDICATOR	PD.3.1.4.	<p>Initiate and engage in a variety of physical activities (e.g., games, exercises) that enhance physical fitness.</p> <p>Objectives for Development and Learning Objective 3 participates cooperatively and constructively in group situations 3a Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors Objective 29 Demonstrates knowledge about self</p>
INDICATOR	PD.3.2.4.	<p>Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.</p> <p>Objectives for Development and Learning Objective 29 Demonstrates knowledge about self Objective 30 Shows basic understanding of people and how they live</p>
INDICATOR	PD.3.3.4.	<p>Identify and follow safety rules with minimal guidance from adults (e.g., hold an adult’s hand when crossing the street, walk rather than run when indoors).</p> <p>Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR	PD.3.4.4.	<p>Begin to identify and alert others of potential hazards.</p> <p>Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors 1b Follows limits and expectations Objective 1b.8 Applies basic rules in new, but similar situations</p>

		Objective 1 Regulates own emotions and behaviors 1c Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND		INTERPERSONAL SKILLS (Four-Year-Olds (48–60 months))
TITLE		Interpersonal Skills (IS): Relationships with Adults
PERFORMANCE EXPECTATION	IS.1.	Children engage in and maintain positive relationships and interactions with adults.
INDICATOR	IS.1.1.4.	Demonstrate recognition of familiar adults using multiple and varied actions or words. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
INDICATOR	IS.1.2.4.	Separate from familiar adults in new settings, such as joining other children to play at a birthday party. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
INDICATOR	IS.1.3.4.	Work with adults to generate ideas for accomplishing tasks or solving problems, then implement suggestions independently. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
INDICATOR	IS.1.4.4.	Interact with adults new to their environment (e.g., substitute caregiver), such as asking a nurse questions at the doctor’s office. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships

		with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
INDICATOR	IS.1.5.4.	Interact with adults to share ideas and plan activities, such as asking an adult to help sound out a new word in a book. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
STRAND		INTERPERSONAL SKILLS (Four-Year-Olds (48–60 months))
TITLE		Interpersonal Skills (IS): Relationships with Children
PERFORMANCE EXPECTATION	IS.2.	Children engage in and maintain positive relationships and interactions with other children.
INDICATOR	IS.2.1.4.	Interact or play cooperatively with a small group of children for a sustained period of time, such as working with a group of children to build a house out of blocks. <u>Objectives for Development and Learning</u> Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	IS.2.2.4.	Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders, such as playing with a toy and then passing the toy to another child who wants it. <u>Objectives for Development and Learning</u> Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	IS.2.3.4.	Demonstrate preference to routinely play with one or more specific children, such as describing another child as their “best friend.” <u>Objectives for Development and Learning</u>

		Objective 02 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
INDICATOR	IS.2.4.4.	Initiate, join in, and sustain positive interactions with a small group of children, such as asking if they can play a game with a small group of children. Objectives for Development and Learning Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	IS.2.5.4.	Suggest solutions to resolve conflicts with other children with limited adult support, such as telling another child, "I'm playing with these cars, so here is a truck you can use to play." Objectives for Development and Learning Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
STRAND		INTERPERSONAL SKILLS (Four-Year-Olds (48–60 months))
TITLE		Interpersonal Skills (IS): Self-Esteem (Four-Year-Olds
PERFORMANCE EXPECTATION	IS.3.	Children recognize themselves as individuals and express positive self-esteem.
INDICATOR	IS.3.1.4.	Use words to describe personal physical characteristics (e.g., hair color, eye color). Objectives for Development and Learning Objective 29 Demonstrates knowledge about self
INDICATOR	IS.3.5.4.	Demonstrate confidence in one's own abilities, taking on new and challenging activities, and declining help when offered, such as offering to help other children tie shoes after tying their own shoes. Objectives for Development and Learning Objective 01 Regulates own emotions and behaviors c. Takes care of own needs

		appropriately Objective 1c.6 Demonstrates confidence in meeting own needs Objective 29 Demonstrates knowledge about self
INDICATOR	IS.3.6.4.	Describe oneself using positive terms (e.g., hard worker, good at drawing). Objectives for Development and Learning Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs Objective 29 Demonstrates knowledge about self
STRAND		INTERPERSONAL SKILLS (Four-Year-Olds (48–60 months))
TITLE		Interpersonal Skills (IS): Self-Regulation
PERFORMANCE EXPECTATION	IS.4.	Children moderate their behavior and respond to the feelings of others.
INDICATOR	IS.4.1.4.	Express strong feelings in a manner that is safe for self and others with occasional adult support, such as telling another child, “I’m mad at you because you don’t want to play my game.” Objectives for Development and Learning Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time.
INDICATOR	IS.4.2.4.	Accurately name one’s own feelings and identify them in various situations, such as a child asking for a hug when feeling sad. Objectives for Development and Learning Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time.
INDICATOR	IS.4.3.4.	Accurately name feelings in others, predict causes, and respond with care and concern (e.g., “He’s sad because someone took his toy. He can have mine.”). Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships 2b Responds to emotional cues

		Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	IS.4.5.4.	<p>Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed, such as transitioning easily from play inside to play outside and then to clean-up time with adult prompts.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR	IS.4.6.4.	<p>Predict consequences of one's own and others' actions and behavior with adult support, such as when a child knows not to leave the caps off of markers to prevent their drying.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR	IS.4.7.4.	<p>Manage reactions and behavior with occasional verbal, visual, or auditory reminders, such as singing a song with an adult while waiting for a turn to swing.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time.</p>
INDICATOR	IS.4.9.4.	<p>Able to decrease intensity of reactions more consistently, with adult support when needed, such as choosing a new activity rather than arguing with another child about sharing.</p> <p><u>Objectives for Development and Learning</u> Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner, most of the time.</p>

INDICATOR	IS.4.10.4.	<p>Follow rules and routines with occasional reminders from adults, such as consulting a picture schedule to remind oneself of the next daily activity, like outside time.</p> <p><u>Objectives for Development and Learning</u></p> <p>Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations</p> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
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