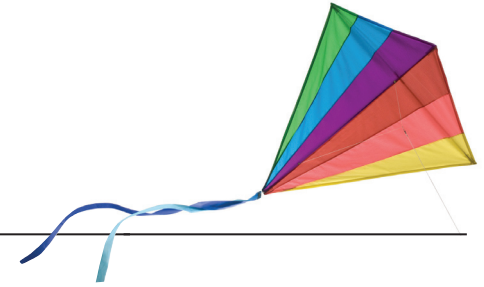




Alignment of



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

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WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten  
With  
*Idaho Early Learning eGuidelines***

This document aligns the content in the *Idaho Early Learning eGuidelines* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

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<b>Approaches to Learning and Cognitive Development</b>	
<b>Birth through 8 Months</b>	
<b>Learning Approaches</b>	
<b>Curiosity, Motivation, Exploration, and Experimentation</b>	
<b>1: Children show curiosity and interest in learning and experimenting.</b>	
<b>Seek, initiate, and respond to interactions with people and objects.</b>	
Shows interest in people by kicking legs, smiling, reaching, and looking at the person.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others  11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
<b>Creativity and Inventiveness</b>	
<b>2: Children are able to generate new ideas, approaches, and activities in daily routines.</b>	
<b>Using all of their senses, actively explore themselves and their immediate surroundings.</b>	
Inspects own hands and feet, by mouthing.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Mouths, shakes, bangs, drops, or throws objects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

Responds to smells (especially mother's smell).	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>2. Demonstrates a secure attachment to one or more adults</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
Turns and responds to familiar voices and/or new sounds.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>2. Shows an interest in the speech of others</p>
Cries, coos, and makes single syllable sounds around certain activities.	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>2. Indicates needs and wants; participates as adult attends to needs</p>
Startles easily around new sounds, smells, textures.	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>2. Pays attention to sights and sounds</p>
<b>Confidence and Initiative</b>	
<b>3: Children are confident to initiate and complete activities using a variety of approaches.</b>	
<b>Engage in interactions with familiar people, and explore people and objects around them.</b>	
Holds the attention of caregivers (smiles, babbles, sustains eye-contact).	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>2. Engages in simple back-and-forth exchanges with others</p>
Directs attention towards objects by reaching, grasping, or staring at them.	<p>6. Demonstrates gross-motor manipulative skills</p> <p>2. Reaches, grasps, and releases objects</p>
Examines a face, toy, or rattle for a brief period of time.	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>2. Pays attention to sights and sounds</p>
Repeats simple motions or activities (swats at a mobile, consistently reaches for objects).	<p>11. Demonstrates positive approaches to learning</p> <p>11b. Persists</p> <p>2. Repeats actions to obtain similar results</p>

Engages familiar adults and children in interactions.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
<b>Persistence and Attentiveness (Mastery, Motivation, Concentration)</b>	
<b>4.: Children sustain attention to tasks even when faced with challenges and frustration.</b>	
<b>Briefly sustain attention to caregiver’s actions and objects in the environment.</b>	
Attends to and holds the attention of caregivers (smiles, babbles, sustains eye-contact).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Focuses on a face or object from a wide variety of stimuli (watches their own face in a mirror, stares at a rattle).	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Directs attention towards objects or people by reaching for, grasping, or staring at them.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Examines a face, toy, or rattle for a brief period of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Repeats simple motions or activities (swat at a mobile, consistently reaches for objects).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Reaches for or moves body to resolve a frustration or challenge.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal

<b>Persistence and Attentiveness (Mastery, Motivation, Concentration/Attention, Control)</b>	
<b>5:. Children demonstrate an expanding ability to develop and carry out plans.</b>	
<b>Will respond to pleasurable experiences and repeat actions that stimulate pleasure.</b>	
Seeks out and acquires desirable objects within reach.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Wiggles, rolls, or crawls to get to a desired visible object.	4. Demonstrates traveling skills 2. Moves to explore immediate environment  11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
Shows interest in objects presented to them by kicking, swatting, reaching, cooing, or increased breathing.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Shows interest in facial expressions and people (laughing, talking, crying).	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
<b>Reflection and Interpretation</b>	
<b>6:. Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</b>	
<b>Interact with people and objects that are in their immediate range of motion.</b>	
Repeats simple motions or activities (mouths objects, bangs things).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results

Notices objects and people in their environment.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Tracks people and objects by moving head.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Looks where interesting object was seen or heard, after it disappears.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Notices objects and people who move out of sight and return.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Behaves in a consistent way to elicit desired response (kicks a mobile).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Picks out nuances of visual and vocal cues. Turns head or makes noise when baby sees bottle or breast.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
<b>7:. Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</b>	
<b>Respond to and adapt to trusted people in their environment.</b>	
Seeks responses from others.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Depending on temperament; has more regulated sleeping, feeding, and waking cycles?	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Seeks and displays comfort with family members.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person

Expresses temperamental indicators of regularity, intensity, persistence, sensitivity, adaptability, activity level, approaches to newness, mood, and distractibility.	1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person
Begins to develop coping skills to help self regulate.	1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person
<b>Cognition and Cognitive Processes</b>	
<b>Reasoning and Logic</b>	
<b>8:. Children demonstrate awareness of cause and effect relationships.</b>	
<b>Increasingly aware of self and primary caregivers.</b>	
Looks for or orients toward a dropped object or sound.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Uses sounds, gestures, and movements to impact the environment and interactions.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Acts on an object to make a pleasing sight, sound, or motion (kicks or swats mobile, continues to bat object to repeat sound).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Repeats actions many times to cause the desired effect.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Sustains brief interactions, with caregiver support.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others



When mobile, seeks caregiver for support.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
<b>Concept Formation/Memory</b>	
<b>9.: Children use prior relationships, experiences, and knowledge to expand understanding.</b>	
<b>Begin to anticipate routines through relationships with people and objects.</b>	
Tracks people and objects by moving head as an adult or object moves.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Turns to familiar adult's voice.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Prefers familiar adults to strangers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Anticipates familiar events or routines (feel of changing pad means a diaper change, cradled near breast means feeding).	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to
Smiles and wiggles to engage and respond to family members.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Memory is short term and based in emotional relationships and sensory experience.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Behaves in consistent ways to elicit a response (kicks a mobile).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results

Shows surprise and delight by games such as Peek-a-Boo, holding and examining objects, or pushing and pulling objects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
<b>Imitation</b>	
<b>10.: Children show emerging ability to imitate behaviors that they have observed.</b>	
<b>Initiate, sustain, and replicate brief interactions and expressions.</b>	
Looks at objects and faces.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Responds to adult facial expressions with same expression (sticking out tongue, pursing lips).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others  11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Mimics sounds.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Stares, smiles at, or shows concern or puzzlement to a caregiver.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Wiggles, kicks, increases rate of breathing in response to observation.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Babbles in tandem with caregiver's sounds.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others

<b>Reasoning and Logic/ Problem Solving</b>	
<b>11:. Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</b>	
<b>Use all senses to explore environment and relationships.</b>	
Reaches for a toy or object that has rolled away.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
Seeks assistance from caregiver using vocalizations, facial expressions, or gestures.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Experiments with different ways of sucking (bottle vs. breast vs. thumb).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Responds to caregiver's voice when upset.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Accepts or resists new tastes/textures.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>12:. Children expand abilities for conjecture, hypothesizing, and guessing.</b>	
<b>Use all senses to explore environment and relationships.</b>	
Displays curiosity using senses (vision, hearing, taste, touch, smell).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Looks for or orients toward sights and sounds.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Uses fingers at first for self soothing.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person

<p>Uses sounds, gestures, and movements to impact the environment and interactions.</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                          2. Indicates needs and wants; participates as adult attends to needs</p> <p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                          2. Vocalizes and gestures to communicate</p> <p>10. Uses appropriate conversational and other communication skills                      10a. Engages in conversations                          2. Engages in simple back-and-forth exchanges with others</p>
<p>Uses repetitive actions to cause desired effect (kicks or swats mobile, continues to bat at object to repeat sound).</p>	<p>11. Demonstrates positive approaches to learning                      11b. Persists                          2. Repeats actions to obtain similar results</p>
<p>Looks at or listens to novel objects.</p>	<p>11. Demonstrates positive approaches to learning                      11a. Attends and engages                          2. Pays attention to sights and sounds</p>
<p><b>Reasoning and Logic/Critical and Analytic Thinking</b></p>	
<p><b>13:. Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</b></p>	
<p><b>Interacts with and observes people and objects in their environment.</b></p>	
<p>Shakes stuffed animal or objects in same way as rattle to hear noise.</p>	<p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                          4. Explores and investigates ways to make something happen</p>
<p>Watches separate body parts, their movement, and experiments with control of their movements.</p>	<p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                          4. Explores and investigates ways to make something happen</p>

Imitates actions, gestures, and sounds.	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p> <p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways</p>
Explores objects in many different ways.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>
Sustains gaze or tracks object.	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p>
Observes activities.	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p>
Notices changes to familiar places and people.	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
<b>Representational Thought and Play</b>	
<b>14:. Children participate in exploratory play.</b>	
<b>Use sensory exploration.</b>	
Gathers information through the senses (mouthing, grasping, reaching).	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>
Uses more than one sense at a time (uses sight, touch, taste, and hearing by examining and shaking a toy).	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>

Observes objects in the environment for a brief period of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Initiates familiar play scheme (banging objects, grabbing spoon)	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
<b>15:. Children participate in pretend or symbolic play.</b>	
<b>Sustain brief interactions with caregiver support.</b>	
Coordinates body and visual cues with caregiver.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Responds with interest to Peek-a-Boo and hand clapping.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Plays with sounds while exploring a toy.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Smiles, coos, relax muscles in reciprocal play with caregiver.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
<b>16:. Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.</b>	
<b>Due to neurological immaturity, very young children are just developing sensory awareness that will later lead to intentional symbolic representation.</b>	
Varies intonation in their voices.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate

Looks for disappearing objects.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Enjoys Peek-a-Boo.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Pulls cloth off of face as part of a Peek-a-Boo game and giggle.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Responds to variation in temperature or taste of food.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>6 to 18 Months</b>	
<b>Learning Approaches</b>	
<b>Curiosity, Motivation, Exploration, and Experimentation</b>	
<b>1:. Children show curiosity and interest in learning and experimenting.</b>	
<b>Respond with verbalizations and curiosity to objects, people, and their traits.</b>	
Shows interest, explores, manipulates, or stares at objects in the environment.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Shows interest by pointing, gesturing, or verbalizing.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Explores objects through mouthing, banging, dumping, moving, and throwing.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

Uses senses to explore the environment (tasting, touching, hearing, smelling, looking).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Experiments with objects and actions	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
<b>Creativity and Inventiveness</b>	
<b>2:. Children are able to generate new ideas, approaches, and activities in daily routines.</b>	
<b>Use sensory exploration of objects and sounds by trying different things and making different noises or movements.</b>	
Imitates actions observed in another situation (tries to stack blocks after watching other children, bangs on a surface after watching drumming at a cultural event).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Uses objects differently and creatively (a bucket is turned upside down to build a tower or be a pedestal).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Looks to caregiver for assurance when trying something new or risky.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Plays with sounds by babbling, cooing, or clicking their tongue.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate  9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds



<b>Confidence and Initiative</b>	
<b>3: Children are confident to initiate and complete activities using a variety of approaches.</b>	
<b>Seek out familiar people and objects to engage in pleasurable activities.</b>	
Remembers where favorite items are stored.	12. Remembers and connects experiences 12a. Recognizes and recalls 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Focuses on the reader or storyteller for brief periods of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Tries different ways of doing things.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Shows willingness to try a new activity or a familiar activity in a new setting.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Expresses a desire to feed themselves in the culturally-defined manner.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Engages in and actively explores new surroundings.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Selects a book, toy, or item from several options.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Looks to their caregiver/parent for reassurance and moves away to try a new activity.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world

Shows preferences and dislikes for activities, experiences, and interactions.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>Persistence and Attentiveness (Mastery, Motivation, Concentration)</b>	
<b>4:. Children sustain attention to tasks even when faced with challenges and frustration.</b>	
<b>Focus on stimulating activities and return to them after distractions.</b>	
Persists with a task or challenge (pulling up to a low table).	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Returns to a desired task even when distracted, (banging a toy, dumping a container, pulling up, or trying to walk).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Remembers where favorite toys are stored.	12. Remembers and connects experiences 12a. Recognizes and recalls 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Focuses on the reader or storyteller for brief periods of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
<b>Persistence and Attentiveness (Mastery, Motivation, Concentration/Attention, Control)</b>	
<b>5:. Children demonstrate an expanding ability to develop and carry out plans.</b>	
<b>Carry out simple goals to obtain a desired object or activity.</b>	
Uses two to three steps to solve a problem.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it

Uses several trial and error attempts to solve a problem.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Starts to use objects to solve problems.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
<b>Reflection and Interpretation</b>	
<b>6.: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</b>	
<b>Sustain play with objects. Use trial and error experimentation.</b>	
Throws, empties, dumps, gestures.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements  7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Recognizes similarities and differences.	22. Compares and measures 2. Makes simple comparisons between two objects
Adjusts play that varies slightly (“Peek-a-Boo” with a variety of objects).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Seeks person or object which moves out of sight.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Experiments to see if similar objects will cause a similar response (shakes stuffed animal in the same way as a rattle to hear noise).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

Displays recognition and excitement about a toy or game from a previous day.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Applies knowledge to new situations (bangs on a bucket as if it were a drum).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Shows preference for specific objects.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>7:. Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</b>	
<b>Explore familiar people, objects, and situations with varying levels of adult influence and assistance.</b>	
Responds to modeling (can copy hand-clapping).	11. Demonstrates positive approaches to learning 11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Demonstrates responses to interactions; is engaged in trusting relationships.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 1 emerging to 2. Engages in simple back-and-forth exchanges with others
Visually and vocally checks in with caregiver; exhibits social referencing.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world
Uses self-calming strategies and seeks trusted adult for coping.	1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person
May test limits of safety-seeking information by looking toward caregiver.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world

<b>Cognition and Cognitive Processes</b>	
<b>Reasoning and Logic</b>	
<b>8:. Children demonstrate awareness of cause and effect relationships.</b>	
<b>Use goal-oriented exploration. Actively explore self, others, and objects; recognize the effect of actions on the environment.</b>	
Uses variety of tools (containers, switches, doors).	28. Uses tools and other technology to perform tasks
Manipulates object to experiment with cause and effect.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Uses motor skills to experiment with cause and effect.	4. Demonstrates traveling skills 2. Moves to explore immediate environment  6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Experiments with effects of own actions on objects and people.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Looks to others for understanding and response (social referencing with caregivers).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Begins to express an understanding of cause and effect.	11. Demonstrates positive approaches to learning 11b. Persists 1 emerging to 2. Repeats actions to obtain similar results
Understands “no,” but may not inhibit actions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults  1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

Begins to understand that meaning and language are linked to actions.	12. Remembers and connects experiences 12b. Makes connections 1 emerging to 2. Looks for familiar persons when they are named; relates objects to events
Does not understand impact of actions on others (biting, pushing).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
<b>Concept Formation/Memory</b>	
<b>9: Children use prior relationships, experiences, and knowledge to expand understanding.</b>	
<b>Build on experiences and emotions to expand memory through routines and relationships.</b>	
Shows attachment to primary caregivers/parents through preference, or clinging to parents and familiar people.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Object memory is short term and based on what is visible and accessible.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Experiments to see if similar objects cause similar responses (shakes stuffed animal in the same way as a rattle to hear noise).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Displays recognition and excitement about games or toys from the previous day.	12. Remembers and connects experiences 12a. Recognizes and recalls 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Applies knowledge to new situations (bangs on bucket as if it were a drum).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks

Recognizes differences between familiar people and strangers.	22. Compares and measures 2. Makes simple comparisons between two objects  30. Shows basic understanding of people and how they live
Realizes that objects exist when they are not seen — for a short time.	12. Remembers and connects experiences 12a. Recognizes and recalls 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Anticipates the return of a face when playing Peek-a-Boo and the trajectory of a moving object.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Looks for a hidden object after seeing it hidden/moved in two-to-three places (object permanence).	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Looks for a familiar person, toy, or pet, when asked.	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events
Uses transitional object to support transitions and separations (favorite toy or blanket).	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Greets people with “Hi.”	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Waves bye-bye when leaving.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others

<b>Imitation</b>	
<b>10:. Children show emerging ability to imitate behaviors that they have observed.</b>	
<b>Initiate, sustain, and replicate interactions and expressions.</b>	
Waves bye-bye.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Plays imitation games (clapping and marching, jumping to music).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Prefers objects frequently used by caregiver (keys, cell phone).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Offers objects to others (though they may quickly take the object back).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants
Imitates actions from daily routines of the family or early childhood program (rocks a baby doll, puts on a hat, feed the caregiver).	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
<b>Reasoning and Logic/ Problem Solving</b>	
<b>11:. Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</b>	
<b>Explore familiar people, objects, and settings to observe outcomes. Use goal-oriented exploration.</b>	
Uses active exploration and trial and error to figure out how things work.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Uses objects as a means to an end (uses a bucket to transport blocks from one room to another, uses a spoon to reach for food).	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal



With improving concentration, spends a longer time exploring objects.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
<b>12: Children expand abilities for conjecture, hypothesizing, and guessing.</b>	
<b>Actively explore and act on familiar people, objects, and settings to achieve familiar and pleasant outcomes.</b>	
Engages in goal-directed behavior and shows persistence in getting a desired object.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Bases problem solving in exploration and trial and error with objects.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Begins to observe other's actions in relationship to their own.	11. Demonstrates positive approaches to learning 11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Uses a variety of strategies to explore unfamiliar objects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
May resist unfamiliar foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

<b>Reasoning and Logic/Critical and Analytic Thinking</b>	
<b>13:. Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</b>	
<b>Explore familiar people, objects, and settings to experience new outcomes.</b>	
Uses objects as intended.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something
Understands how familiar objects are used in combination (spoon in bowl, socks on feet).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something
Distinguishes sounds and combinations of sounds.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
Recognizes and responds to peoples facial expressions.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Tries out a variety of voice tones and way to vary sounds (babbling, squealing, yelling, shouting, pounding on a table, and ringing a bell).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Stacks objects and knocks them over.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Fill and dump buckets and containers of toys.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Places objects around or carries them around.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<b>Representational Thought and Play</b>	
<b>14:. Children participate in exploratory play.</b>	
<b>Use sensory motor skills with some imitation; not goal directed. Refine movement using large and small muscles</b>	
Uses all five senses to examine different objects with attention to detail.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Enjoys movement and motor play.	4. Demonstrates traveling skills 4. Experiments with different ways of moving  5. Demonstrates balancing skills 4. Experiments with different ways of balancing  6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
Observes and manipulates objects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Engages in self- talk while playing.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Engages in reciprocal play with balls or throwing toys.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Enjoys filling and dumping or pushing and pulling activities.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Enjoys movement games with caretaker (Pat-a-Cake, Peek-a-Boo).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others

Seeks objects child sees caregivers use (keys, phones).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Lacks sequencing and abstraction until the end of this period.	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events
<b>15:. Children participate in pretend or symbolic play.</b>	
<b>Use senses and mobility to explore functionally, and evolve into using sensory motor objects symbolically.</b>	
Uses objects functionally.	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events
Uses objects symbolically. Use simple abstraction (a stick for a spoon, a tissue for a blanket).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Makes animal sounds.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
Uses make-believe play (rocking or feeding a baby doll).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Imitates the roles of adults and older children.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it  14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props

<b>16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.</b>	
<b>Engages in pre-symbolic play.</b>	
Draws or scribbles and explains what the drawing is.	<p>14. Uses symbols and images to represent something not present  14a. Thinks symbolically  4. Draws or constructs, and then identifies what it is</p> <p>19. Demonstrates emergent writing skills  19b. Writes to convey meaning  2. Controlled linear scribbles</p>
Experiments with new uses for familiar objects.	<p>11. Demonstrates positive approaches to learning  11e. Shows flexibility and inventiveness in thinking  4. Uses creativity and imagination during play and routine tasks</p>
Provides a simple description of a person or object that is not present (child barks when asked what noise the dog makes).	<p>8. Listens to and understands increasingly complex language  8a. Comprehends language  4. Identifies familiar people, animals, and objects when prompted</p>
Shows object permanence (hiding and finding games, Peek-a-Boo).	<p>10. Uses appropriate conversational and other communication skills  10a. Engages in conversations  2. Engages in simple back-and-forth exchanges with others</p>
Reacts to mental images of objects or events (claps hands when told that a favorite person is coming to visit).	<p>12. Remembers and connects experiences  12a. Recognizes and recalls  4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p>

<b>16 to 38 Months</b>	
<b>Learning Approaches</b>	
<b>Curiosity, Motivation, Exploration, and Experimentation</b>	
<b>1: Children show curiosity and interest in learning and experimenting.</b>	
<b>Display curiosity with deliberate exploration and experimentation with people and objects.</b>	
Explores immediate environment (asks about a new object, actively searches through a collection of toys).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Shows interest in new activities and others' activities.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Asks simple "wh" questions (why, who, what, where, and when).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Asks about people in their own environment.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Turns objects around, upside down, and inside out to examine the characteristics of the object.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Opens, closes, fills, empties, and builds up and knocks down objects and containers	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<b>Creativity and Inventiveness</b>	
<b>2: Children are able to generate new ideas, approaches, and activities in daily routines.</b>	
<b>Use imagination and pretend play to plan experimentation with objects and roles.</b>	
Invents new uses for everyday materials (bangs on pots and pans).	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p>
Approaches tasks experimentally; adapting the use of objects as the play evolves.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p> <p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p>
Displays understanding of how objects work together (gets the dustpan when an adult is sweeping the floor).	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p> <p>12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support</p>
Enjoys opportunities for pretend play and creating things.	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is</p> <p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>

Uses creative language to describe events, sometimes with made-up sounds.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Builds with blocks and other manipulatives.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Plays with dolls, costumes, and acts out roles.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
<b>Confidence and Initiative</b>	
<b>3:. Children are confident to initiate and complete activities using a variety of approaches.</b>	
<b>Take initiative in selecting activities and seeking out new experiences with familiar people, objects, and settings.</b>	
Initiates play with others.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Responds with “no!” or “mine!” when someone takes a toy.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Chooses one activity over another and pursues it for a brief period of time.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Proposes an idea for how to spend time.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Shows interest in wanting to take care of themselves (dressing).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self



Initiates activities at their caregivers' suggestions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Seeks and takes pleasure in both new and familiar skills and experiences.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Pretends to be in new and familiar places with new and familiar roles.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Shows willingness to try less familiar environments and situations; depending on temperament.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Plays beside others, using similar materials, though not necessarily sharing the same toy.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
<b>Persistence and Attentiveness (Mastery, Motivation, Concentration)</b>	
<b>4:. Children sustain attention to tasks even when faced with challenges and frustration.</b>	
<b>Maintain attention and extend favorite activities by repeating them frequently.</b>	
Shows interest in favorite activities over and over again.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions  11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful

Persists in the face of difficulty and seeks assistance to complete difficult tasks.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Completes simple projects (three-to-five piece puzzles, can stack blocks on top of one another).	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Continues to try a difficult task for a brief period of time (can build a block structure for 3 to 5 minutes).	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Insists on some choices (what to wear, completing a project).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Seeks and accepts assistance when encountering a problem.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Listens and participates in story time (turning pages of book or using hand motions, such as claps)	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
<b>Persistence and Attentiveness (Mastery, Motivation, Concentration/Attention, Control)</b>	
<b>5:. Children demonstrate an expanding ability to develop and carry out plans.</b>	
<b>Carries out more complex goals using multiple strategies and pursues a larger range of activities with assistance.</b>	
Uses many trial and error attempts at problem solving.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 5 emerging to 6. Changes plans if a better idea is thought of or proposed
Starts to transfer problem-solving strategies across situations.	11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility

Seeks adult's help in getting an object or solving a problem.	11. Demonstrates positive approaches to learning 11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Sees the world primarily from their own perspective.	29. Demonstrates knowledge about self
<b>Reflection and Interpretation</b>	
<b>6: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</b>	
<b>Expand on previous learning to evoke new experiences with people and objects in their familiar environment.</b>	
Enjoys repetition, stories, scripts, rhymes, and songs.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Is egocentric and has favorite objects that are hard to share.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
Substitutes similar objects (stacks boxes like blocks).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Realizes certain behaviors can precede events (If mom puts the pot on the stove, she is fixing something to eat, or if she puts her coat on she is leaving.).	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Alters behavior based on a past event and builds on it (this didn't work; I'll try this instead).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

Relates an experience today to one that happened in the past (don't go near the fence where the big dog lives).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
<b>7.: Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</b>	
<b>Begin to take some risks exploring familiar people, objects, and situations with differing needs for adult assistance. Are more capable of coping with stressful situations.</b>	
Demonstrates open, uninhibited self-expression.	29. Demonstrates knowledge about self
Develops a relaxed rhythm with caregivers in daily routines.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Responds to externally-driven interactions, relationships, and inhibitions.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Seeks information from others through observation and relationships.	11. Demonstrates positive approaches to learning 11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Begins to regulate strong emotional expression (tantrums, acting impulsively).	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
Demonstrates some coping skills in the face of adversity.	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification

<b>Cognition and Cognitive Processes</b>	
<b>Reasoning and Logic</b>	
<b>8:. Children demonstrate awareness of cause and effect relationships.</b>	
<b>Generalize understanding of cause and effect to new people, objects, and settings expanding exploration.</b>	
Observes others' actions to see the effect they have on objects and people.	<p>11. Demonstrates positive approaches to learning 11c. Solves problems     4. Observes and imitates how other people solve problems; asks for a solution and uses it</p> <p>24. Uses scientific inquiry skills</p>
Experiments with the effect of own actions on objects and people.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation     4. Explores and investigates ways to make something happen</p> <p>24. Uses scientific inquiry skills</p>
Learns to anticipate an adult's response to an action.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation     4. Explores and investigates ways to make something happen</p>
Understands "no," but can control actions at times.	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations     4. Accepts redirection from adults</p>
Predominately uses "Why?" to ask questions even though the child may actually be asking "Who?" "What?" "Where?" "How?" or "When?"	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary     6. Describes and tells the use of many familiar items</p>
Likes push and pull toys, and toys with wheels that they can move.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation     4. Explores and investigates ways to make something happen</p>
Uses fill/dump, build up/knock down, and push/pull strategies.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation     4. Explores and investigates ways to make something happen</p>

Concept Formation/Memory	
<b>9:. Children use prior relationships, experiences, and knowledge to expand understanding.</b>	
<b>Begin to use prior relationships and experiences to expand understanding and problem solving.</b>	
Generalizes actions to similar objects (stacks boxes like blocks).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Realizes that behaviors can precede events (if mom puts a pot on the stove, she is going to cook something to eat; when mom puts on her coat, she is leaving).	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Anticipates separation and reunion.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Alters behavior based on a past event and builds on it (I did this and it didn't work, so I will do this instead.).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Relates an experience today to one that happened in the past (hand washing prior to mealtime).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Looks in several places for a desired object, or when asked to find an object (e.g., "Go see if your other shoe is under your bed.").	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Enjoys simple hide-and-seek games.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view

<p>Begins to understand that a parent goes away to work, but will come home.</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults</p>
<p>May over generalize terms such as hot/cold/sweet/sour/big/old based on limited experiences.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items</p>
<p>Talks to self, saying words repetitively (referred to as rehearsal; where child tries out putting thoughts into words).</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items</p>
<p><b>Imitation</b></p>	
<p><b>10:. Children show emerging ability to imitate behaviors that they have observed.</b></p>	
<p><b>Sustain and replicate interactions and expressions with more sequences and complexity. Begin foundational symbolic play.</b></p>	
<p>Imitates a single action from a finger play or dance movement.</p>	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it  35. Explores dance and movement concepts</p>
<p>Demonstrates a sequence of behavior after observing another child or adult.</p>	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
<p>Imitates parent or caregiver’s familiar behavior or gestures (pulls clothes from dryer, puts hands on hips, strikes a familiar pose).</p>	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
<p>Uses imitation, which leads to functional play (pouring water in the bathtub or pretending to hammer nails in the sandbox).</p>	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>

<b>Reasoning and Logic/ Problem Solving</b>	
<b>11:. Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</b>	
<b>Try new things with familiar people, objects, and settings to see what the consequences will be.</b>	
Tries several methods to solve a problem before asking for assistance.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
Communicates to request assistance.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Uses solutions that are often not reality based.	11. Demonstrates positive approaches to learning 11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Uses solutions that tend to reflect the child's own personal experience and perspective.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Becomes more persistent in trying to solve tasks on their own.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
May become frustrated when outcomes are different than expected.	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification



<b>12: Children expand abilities for conjecture, hypothesizing, and guessing.</b>	
<b>Initiates action, lengthens exploration, and responds to familiar people, objects, and settings</b>	
Experiments with effect of own actions on objects and people.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen  24. Uses scientific inquiry skills
Observes others' actions to see the effect they have on objects and people.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Needs adult help or explanation for problem (may use social referencing).	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Uses repetition in practicing behaviors and seeing consequences.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Begins to see how one thing leads to another.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something
Looks longer at surprising or irrational events than at a predictable event. May want the surprise to occur again, or to trigger the novel experience.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

<b>Reasoning and Logic/Critical and Analytic Thinking</b>	
<b>13:. Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</b>	
<b>Begin to take some risks and actively explore new ways of doing things with familiar people, objects, and settings to achieve additional positive consequences.</b>	
Generalizes ideas based on past experiences (watches caregiver blow on hot food before eating, then blows on food, hot or cold, at next meal).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Connects objects and ideas (broom for sweeping, swimsuit for swimming).	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events
Labels that a person's apparel is based on the weather outside (wearing a sweater means it is cold outside).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Imitates behavior seen in another place and time.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Notices and describes how items are the same or different.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Uses actions or words to justify choices.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Makes choices when given options (which toy to play with).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

<p>Articulates changes noticed in familiar places and people.</p>	<p>12. Remembers and connects experiences                      12a. Recognizes and recalls                      4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p>
<p>Identifies differences between own and others' work.</p>	<p>22. Compares and measures                      4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers                       30. Shows basic understanding of people and how they live</p>
<p><b>Representational Thought and Play</b></p>	
<p><b>14: Children participate in exploratory play.</b></p>	
<p><b>Use sensory motor play to extend the use of materials in functional ways.</b></p>	
<p>Uses sorting and classifying.</p>	<p>13. Uses classification skills                      4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
<p>Observes and manipulates objects to identify similarities or differences.</p>	<p>7. Demonstrates fine-motor strength and coordination                      7a. Uses fingers and hands                      4. Uses fingers and whole-arm movements to manipulate and explore objects                       22. Compares and measures                      4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers                       24. Uses scientific inquiry skills</p>
<p>Uses simple tools (scoops, funnels, shovels, buckets).</p>	<p>28. Uses tools and other technology to perform tasks</p>

Explores and plays with sand, mud, and water.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>4. Uses fingers and whole-arm movements to manipulate and explore objects</p> <p>24. Uses scientific inquiry skills</p>
Enjoys hiding and finding games.	<p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p>
Enjoys jumping, climbing, and chase games.	<p>4. Demonstrates traveling skills</p> <p>6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills</p> <p>6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills</p> <p>6. Manipulates balls or similar objects with flexible body movements</p>
Plays in front of a mirror.	<p>29. Demonstrates knowledge about self</p>
Stacks, builds, and knocks down blocks.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>4. Uses fingers and whole-arm movements to manipulate and explore objects</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>4. Explores and investigates ways to make something happen</p>

Plays with malleable materials (play dough, clay, art materials).	<p>7. Demonstrates fine-motor strength and coordination  7a. Uses fingers and hands  6. Uses refined wrist and finger movements</p> <p>11. Demonstrates positive approaches to learning  11e. Shows flexibility and inventiveness in thinking  4. Uses creativity and imagination during play and routine tasks</p>
Starts playing with wagons, tricycles, and push toys.	<p>4. Demonstrates traveling skills  5 emerging to 6. Moves purposefully from place to place with control</p>
Initiates play with another child through gestures, offering toys, smiling, and eye contact.	<p>2. Establishes and sustains positive relationships  2c. Interacts with peers  6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
Constructs using blocks, building bricks, and other manipulative toys.	<p>7. Demonstrates fine-motor strength and coordination  7a. Uses fingers and hands  6. Uses refined wrist and finger movements</p> <p>14. Uses symbols and images to represent something not present  14a. Thinks symbolically  4. Draws or constructs, and then identifies what it is</p>
<b>15:. Children participate in pretend or symbolic play.</b>	
<b>Use objects symbolically and creates symbolic play.</b>	
Uses one object as a symbol for another (holds blocks to ear to represent a cell phone).	<p>14. Uses symbols and images to represent something not present  14b. Engages in sociodramatic play  4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
Explores experiences by taking on family roles from within the family. Uses simple, not elaborate, forms.	<p>14. Uses symbols and images to represent something not present  14b. Engages in sociodramatic play  6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>

Moves from mostly solitary play to some parallel play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Uses props in pretend play (dolls, animals, trucks, objects).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
May have an imaginary friend.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
May use play to address some fears.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Initiates play with another child through gestures, offering a toy, smiling, and eye contact.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children  3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Uses theme play (animals go to the barn; babies are fed and put to bed).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Initiates favorite play themes with peer or adult.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Starts giving emotions and language to dolls and other play characters.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

<b>16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.</b>	
<b>Begin to use symbolic expression in dramatic play and creative expression.</b>	
Offers brief explanations of drawings.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Expresses emotion and experiences through movement, drawing, music, or singing.	29. Demonstrates knowledge about self  33. Explores the visual arts  34. Explores musical concepts and expression  35. Explores dance and movement concepts
May use self-talk in play or painting/drawing.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
May tell stories about an experience or event.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 3 emerging to 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end  12. Remembers and connects experiences 12a. Recognizes and recalls 5 emerging to 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
May scribble and call it writing.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Makes animal noises and looks to caregiver for recognition.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props

Identifies symbols or logos for familiar objects/place (McDonald's arches).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
<b>36 to 60 Months</b>	
<b>Learning Approaches</b>	
<b>Curiosity, Motivation, Exploration, and Experimentation</b>	
<b>1:. Children show curiosity and interest in learning and experimenting.</b>	
<b>Become inquisitive; seeking information to build understanding and gaining descriptive vocabulary to seek understanding.</b>	
Asks others for information (e.g., "What is that?" "Why is the moon round?").	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Investigates and experiments with materials; matching, sorting, and grouping.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape  22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Shows interest in how and why others do things.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas



Uses “wh” questions to get additional information about how their world works (why, who, what, where and when).	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Develops personal interests (trains, animals, dinosaurs).	29. Demonstrates knowledge about self
Develops sense of competence by actively engaging in play and putting materials together in new ways to test end results.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed  24. Uses scientific inquiry skills
Builds a vocabulary of adjectives and adverbs to describe and categorize words and actions.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
<b>Creativity and Inventiveness</b>	
<b>2: Children are able to generate new ideas, approaches, and activities in daily routines.</b>	
<b>Expand personal expression through inventive language and play.</b>	
Uses dramatic play to take on roles.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Invents new activities or games.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Uses imagination to create a variety of ideas.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks

Creates and negotiates acceptable rules for group activities.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Makes up words, songs, or stories.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Expresses ideas through art, construction, movement, or music.	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts
Engages in extensive pretend play that includes role play (play house or explorers).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Engages in open-ended exploration of raw materials (messy play).	24. Uses scientific inquiry skills
Uses materials in a new or novel way.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
Chooses new and different materials to represent thoughts.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
<b>Confidence and Initiative</b>	
<b>3: Children are confident to initiate and complete activities using a variety of approaches.</b>	
<b>Display initiative and confidence interacting in a variety of social and physical settings.</b>	
Asks a peer to join in play.	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates

Joins a play activity already in progress, with assistance.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Selects new activities during play time (selects characters for dress up, tries a new scooter).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Offers to help with chores (sweeping sand from the floor, helping to clean up juice spills).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Finds and uses materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Makes decisions about activities and materials to work with from the selection offered.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Plans time for completing activities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Shows completed projects to others, and explains what they did.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
<b>Persistence and Attentiveness (Mastery, Motivation, Concentration)</b>	
<b>4:. Children sustain attention to tasks even when faced with challenges and frustration.</b>	
<b>Use trial and error skills and attention for more complex tasks.</b>	
Sustains focus on tasks of interest to them, when few distractions exist.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

Remains engaged in an activity for at least 5 to 10 minutes, much of the time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Completes favorite tasks repeatedly.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Manages tasks with sequences of three to four steps.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a tower).	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
Uses at least two different strategies to solve a problem.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
Uses self talk to guide action when solving a problem.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
Participates in basic routines of daily living (meal time, circle time, or nap routines).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Finds hidden object by searching in more than one place.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed

<b>Persistence and Attentiveness (Mastery, Motivation, Concentration/Attention, Control)</b>	
<b>5: Children demonstrate an expanding ability to develop and carry out plans.</b>	
<b>Develop schemas for how things work and attempt more complex tasks requiring problem-solving strategies.</b>	
Waits briefly for desired object or turn, and knows they will have a turn.	<ul style="list-style-type: none"> <li>3. Participates cooperatively and constructively in group situations</li> <li>3a. Balances needs and rights of self and others</li> <li>4. Takes turns</li> </ul>
Develops analogical thinking; schemas for what has worked and what to try.	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11c. Solves problems <ul style="list-style-type: none"> <li>6. Solves problems without having to try every possibility</li> </ul> </li> <li>12. Remembers and connects experiences</li> <li>12b. Makes connections <ul style="list-style-type: none"> <li>6. Draws on everyday experiences and applies this knowledge to a similar situation</li> </ul> </li> </ul>
Increases intentional, goal directed activities.	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11b. Persists <ul style="list-style-type: none"> <li>6. Plans and pursues a variety of appropriately challenging tasks</li> </ul> </li> </ul>
<b>Reflection and Interpretation</b>	
<b>6: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</b>	
<b>Take more risks by extending previous learning to the exploration of new settings, people, and objects.</b>	
Plays beside others and uses common materials.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2c. Interacts with peers <ul style="list-style-type: none"> <li>2. Plays near other children; uses similar materials or actions</li> </ul> </li> </ul>

<p>Begins to plan play themes corporately with others.</p>	<p>3. Participates cooperatively and constructively in group situations  3a. Balances needs and rights of self and others  7 emerging to 8. Cooperates and shares ideas and materials in socially acceptable ways</p> <p>14. Uses symbols and images to represent something not present  14b. Engages in sociodramatic play  5 emerging to 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<p>Plays with shared meaning and evolving scripts.</p>	<p>3. Participates cooperatively and constructively in group situations  3a. Balances needs and rights of self and others  6. Initiates the sharing of materials in the classroom and outdoors</p> <p>14. Uses symbols and images to represent something not present  14b. Engages in sociodramatic play  6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
<p>Shows interest by asking about new things and people around them.</p>	<p>11. Demonstrates positive approaches to learning  11d. Shows curiosity and motivation  6. Shows eagerness to learn about a variety of topics and ideas</p>
<p>Seeks out and engages in new experiences and with toys that are unfamiliar.</p>	<p>11. Demonstrates positive approaches to learning  11d. Shows curiosity and motivation  4. Explores and investigates ways to make something happen</p>
<p>Tells others about events that happened in the past.</p>	<p>12. Remembers and connects experiences  12a. Recognizes and recalls  6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>

Represents things in the environment with available materials; moving from simple to complex representations.	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
Thinks out loud and talks themselves through a situation.	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>6. Solves problems without having to try every possibility</p>
Works out problems mentally, or remembers past experience as well as using trial and error.	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>6. Solves problems without having to try every possibility</p>
<b>7.: Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</b>	
<b>Display different levels of initiative and confidence in exploring a wider variety of social and physical settings. Can recognize emotional states in themselves and others and problem solve around emotional issues, with adult assistance</b>	
Chooses personal strategies to control emotional responses.	<p>1. Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p>7 emerging to 8. Controls strong emotions in an appropriate manner most of the time</p>
Seeks shared experiences.	<p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>5 emerging to 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>

<p>Begins to allow peers to impact how they see themselves.</p>	<p>2. Establishes and sustains positive relationships                  2d. Makes friends                      5 emerging to 6. Establishes a special friendship with one other child, but the friendship might only last a short while</p> <p>29. Demonstrates knowledge about self</p>
<p>Explains and problem-solves issues of emotion (label emotions of self and others).</p>	<p>1. Regulates own emotions and behaviors                  1a. Manages feelings                      5 emerging to 6. Is able to look at a situation differently or delay gratification</p> <p>9. Uses language to express thoughts and needs                  9a. Uses an expanding expressive vocabulary                      5 emerging to 6. Describes and tells the use of many familiar items</p> <p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p>
<p>Can observe and respond to a friend or family members’ ideas, likes, or dislikes.</p>	<p>30. Shows basic understanding of people and how they live</p>
<p><b>Cognition and Cognitive Processes</b></p>	
<p><b>Reasoning and Logic</b></p>	
<p><b>8:. Children demonstrate awareness of cause and effect relationships.</b></p>	
<p><b>Are aware of and interested in simple causal relationships. Uses magical thinking.</b></p>	
<p>Identifies objects that influence or affect other objects (food coloring makes the water blue).</p>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>



<p>Asks “why” questions to show effort at understanding causation (if I do this, why does that happen?).</p>	<p>11. Demonstrates positive approaches to learning                      11c. Solves problems                      8. Thinks problems through, considering several possibilities and analyzing results</p> <p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                      8. Uses a variety of resources to find answers to questions</p>
<p>Explains the effects that simple actions may have on objects (it will be dark when you turn off the light).</p>	<p>24. Uses scientific inquiry skills</p>
<p>Recognizes which element of an object causes the effect in simple relationships (the beads inside the box make the noise).</p>	<p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                      6. Shows eagerness to learn about a variety of topics and ideas</p> <p>24. Uses scientific inquiry skills</p>
<p>Begins to use “What?” “Who?” “When?” and “Where?” questions.</p>	<p>8. Listens to and understands increasingly complex language                      8a. Comprehends language                      7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>
<p><b>Concept Formation/Memory</b></p>	
<p><b>9:. Children use prior relationships, experiences, and knowledge to expand understanding.</b></p>	
<p><b>Connect current behavior and past experience to new situations, relationships, and problem solving.</b></p>	
<p>Explains events that happened in the past.</p>	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                      6. Describes and tells the use of many familiar items</p> <p>12. Remembers and connects experiences                      12a. Recognizes and recalls                      6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>

Represents things in environment with available materials; moving from simple to complex representations (recreate picture of a house, build road with blocks, or make a tree with modeling clay).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols
Thinks out loud and talks themselves through a situation.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
Works out problems using information from prior experiences rather than through trial and error.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility  12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Tells a story or recounts an event from photographs of self and others (e.g., “We made a big tent with boxes and blankets.”).	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
Points to objects that are out of place.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Points out objects in complex pictures and puzzles.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Asks or tells when a parent goes away to work and will they come home.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Completes a sequence of three to six pictures or pieces of a sequence puzzle.	23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns

<p>Sings and chants along with repetitive lines in songs, poems, and stories.</p>	<p>23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns</p>
<p>Uses words for yesterday, today, and tomorrow even though the timing may be incorrect.</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>Tells others about their acquaintances and experiences without considering the other person’s lack of knowledge with the topic or person</p>	<p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
<p><b>Imitation</b></p>	
<p><b>10: Children show emerging ability to imitate behaviors that they have observed.</b></p>	
<p><b>Use imitation as a foundation for symbolic play and sequencing.</b></p>	
<p>Imitates sequences of action (songs with gestures, movement games).</p>	<p>23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns</p>
<p>Uses phrases or plays out plots from favorite books or movies.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
<p>Sings and gestures to songs with both actions and words (Wheels on the Bus, folk songs with gestures).</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories  34. Explores musical concepts and expression  35. Explores dance and movement concepts</p>

<b>Reasoning and Logic/ Problem Solving</b>	
<b>11:. Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</b>	
<b>Are increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.</b>	
Explores various ways to solve a problem and select one option.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
Seeks assistance from another child or adult to solve problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Modifies actions based on new information and experiences (change block structure when the tower continues to fall).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
Uses emerging perspective taking to think of multiple situations for problem solving.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Solves an increasing number of problems within everyday activities.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility  12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

<b>12: Children expand abilities for conjecture, hypothesizing, and guessing.</b>	
<b>Testing ideas about how things work in a variety of social and physical settings.</b>	
Asks questions to get more information about why something happens.	<p>8. Listens to and understands increasingly complex language  8a. Comprehends language  8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>11. Demonstrates positive approaches to learning  11d. Shows curiosity and motivation  8. Uses a variety of resources to find answers to questions</p>
Explains the effects that simple actions have and their outcomes.	<p>9. Uses language to express thoughts and needs  9a. Uses an expanding expressive vocabulary  6. Describes and tells the use of many familiar items</p>
Recognizes which object or element of an object causes the effect in simple relationships.	<p>12. Remembers and connects experiences  12b. Makes connections  6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
Answers “what next” questions.	<p>12. Remembers and connects experiences  12b. Makes connections  4. Remembers the sequence of personal routines and experiences with teacher support</p>
Uses self talk when solving a difficult problem.	<p>11. Demonstrates positive approaches to learning  11c. Solves problems  8. Thinks problems through, considering several possibilities and analyzing results</p>
Acquires the ability to hold more than one attribute in mind.	<p>13. Uses classification skills  8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons</p>

Becomes aware that other people can have different ideas or thoughts from their own.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own  30. Shows basic understanding of people and how they live
Can categorize objects into groups.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Begins to make, recognize, and extend patterns.	23. Demonstrates knowledge of patterns 5 emerging to 6. Extends and creates simple repeating patterns
Changes from magical thinking to understanding causation and planned actions.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 8. Thinks through possible long-term solutions and takes on more abstract challenges
Uses "why" most often to ask questions as they hypothesize.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Begins to "Who," "What," "Where," and "When" to gain information to form hypothesis.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 7 emerging to 8. Uses a variety of resources to find answers to questions
<b>Reasoning and Logic/Critical and Analytic Thinking</b>	
<b>13:. Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</b>	
<b>Are eager to explore a wider variety of people, objects, and situations and can use past experience and observations in novel ways in unfamiliar situations</b>	
Applies new information or vocabulary to an activity.	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Uses information gained through one modality and applies it to a new context via another modality (tries to build a tower of blocks like the one seen in a book, draws pictures after a field trip).	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Generates a strategy based on one learning event and extends it to a new learning opportunity (learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon).	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Shows an understanding of same and different.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Recognizes and labels aspects of an event.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
Sorts objects based on attributes (shape, size, and color).	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Compares experiences, with or without prompting.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view  22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Explains simple benefits and/or drawbacks of choosing one course of action, with/without prompting.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results

Representational Thought and Play	
<b>14: Children participate in exploratory play.</b>	
<b>Explore materials and actions.</b>	
Uses sorting, classifying, and seriation and patterning.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason  23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Climbs, swings, jumps, dances, and hops to test skills.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences  6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Aims, throws, catches, and kicks balls to explore projectile management.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements  24. Uses scientific inquiry skills
Uses tools, hammers, saws, shovels, and levers to explore the physical properties of moving masses.	24. Uses scientific inquiry skills  28. Uses tools and other technology to perform tasks
Plays with wheeled toys (tricycles, scooters, wagons) to explore velocity.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  24. Uses scientific inquiry skills
Uses art materials to make functional objects.	33. Explores the visual arts
Constructs with building bricks and manipulative toys to explore spatial relationships	24. Uses scientific inquiry skills



Uses senses to explore physical environment (sand and water, sweet and sour, loud and soft, identify smells).	24. Uses scientific inquiry skills
<b>15:. Children participate in pretend or symbolic play.</b>	
<b>Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of reality and fantasy.</b>	
Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor’s office).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days  30. Shows basic understanding of people and how they live
Takes on pretend roles and situations. Uses appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
Engages in complex make-believe play (theme-oriented play that involves multiple characters and settings).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
Makes connections between characters in books, stories, or movies, with people in real-life.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Understands that conflict can arise from “misunderstanding each other.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
Can return to favorite play themes with friends.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days

<p>Uses dramatic play to recreate a real situation with self involvement.</p>	<p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days</p>
<p>Plays out social and emotional issues (power, loss, fears).</p>	<p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days</p>
<p>Uses block and dramatic play areas for imaginative settings and extended play.</p>	<p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                      8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days</p>
<p>Extends and consolidates understanding through play.</p>	<p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days</p>
<p><b>16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.</b></p>	
<p><b>Use symbolic expression in arts, communication, and quantity.</b></p>	
<p>Provides a complex description of a person or object that is not present (child describes the dog is black, soft, and runs around; child gestures to show how big).</p>	<p>12. Remembers and connects experiences                      12a. Recognizes and recalls                      4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p>

Uses symbols or pictures as a representation of oral language.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Uses objects to represent real items in make-believe play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Recognizes objects, places, and ideas by symbols (recognize which is the men's room and which is the women's room by looking at the stick figure symbols).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Uses creative means to express emotions when vocabulary is inadequate.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
May use shapes and letters to "write messages."	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
<b>60 Months through Kindergarten</b>	
<b>Learning Approaches</b>	
<b>Curiosity, Motivation, Exploration, and Experimentation</b>	
<b>1:. Children show curiosity and interest in learning and experimenting.</b>	
<b>Acquire the ability to think logically; showing increased interest for reasoning about complex information about people, objects, and actions.</b>	
Talks about new events and occurrences.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

Asks questions about changes in their world.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Shows enthusiasm for field trips and other outings to new places.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Looks for new information, with assistance, and wants to know more about personal interests.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 7 emerging to 8. Uses a variety of resources to find answers to questions
Uses available tools to explore (books, technology, other people).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
Uses multiple strategies to explore a new situation or object.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
<b>Creativity and Inventiveness</b>	
<b>2:. Children are able to generate new ideas, approaches, and activities in daily routines.</b>	
<b>Become more elaborate and cooperative in creative expression.</b>	
Uses dramatic or symbolic play to pretend.	36. Explores drama through actions and language
Combines activities, materials, and equipment in new ways (builds tent by using a sheet or blanket around a table).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
Completes projects differently from other children (uses a unique approach in block structures or paintings).	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Makes changes to a familiar story by adding actions or characters.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details

Represents reality in a variety of ways (pretend play, drawing, making up songs, or making rhymes).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Approaches tasks and experiences with increased flexibility, imagination, and inventiveness.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
<b>Confidence and Initiative</b>	
<b>3:. Children are confident to initiate and complete activities using a variety of approaches.</b>	
<b>Initiate and sustain play and activities with confidence through increased personal and shared interests.</b>	
Chooses to work on a project because the activity is of personal interest.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Invents projects and works on them with little assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being  11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Forms a plan for an activity and acts on it.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
Tells the difference between appropriate and inappropriate (or dangerous) risk-taking, with assistance.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Chooses to leave a project and returns to it later for completion or elaboration.	11. Demonstrates positive approaches to learning 11a. Attends and engages 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

Participates in displaying a completed project.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
<b>Persistence and Attentiveness (Mastery, Motivation, Concentration)</b>	
<b>4.: Children sustain attention to tasks even when faced with challenges and frustration.</b>	
<b>Maintain interest in activities and persist through challenges to complete project. Can complete projects in cooperation with peers or adults.</b>	
Maintains interest in a project or activity until finished, even over multiple days.	11. Demonstrates positive approaches to learning 11a. Attends and engages 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
Sets goals and follows through on plans, with assistance.	11. Demonstrates positive approaches to learning 11b. Persists 7 emerging to 8. Plans and pursues own goal until it is reached
Sustains attention while peers and adults are the focus of attention (pays attention during storytelling or “show and tell”).	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories  11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Works on a task over a period of time, leaving and returning to it (block structure).	11. Demonstrates positive approaches to learning 11a. Attends and engages 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
Shifts attention back to the activity at hand after being distracted.	11. Demonstrates positive approaches to learning 11a. Attends and engages 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

Focuses on projects despite distractions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Accepts reasonable challenges and continues through frustration.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Cooperates with a peer or adult on a task.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests  3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
<b>Persistence and Attentiveness (Mastery, Motivation, Concentration/Attention, Control)</b>	
<b>5:. Children demonstrate an expanding ability to develop and carry out plans.</b>	
<b>Anticipate activities and sustain activity using rules of the game and negotiation.</b>	
Knows that rules and negotiation will help them get a turn in a group of children.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders  3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise
Wants others to follow rules of games.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Anticipates an activity (after class, a friend comes to play and we will build with blocks and play outside).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Uses narratives to plan, review, and fantasize.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Uses intentional, goal directed activities.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
Displays a willingness to try increasingly complex tasks.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
<b>Reflection and Interpretation</b>	
<b>6:. Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</b>	
<b>Consider multiple approaches to new situations and tasks. Cooperate with peers and adults to assess new situations and tasks.</b>	
Engages in activities and solve problems cooperatively.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Uses a variety of methods to express thoughts and ideas (discussions, art activities).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Demonstrates long-term memory of meaningful events and interesting ideas.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view



Recognizes others' feelings and begins to consider them in problem solving.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 7 emerging to 8. Recognizes that others' feelings about a situation might be different from his or her own
Applies past learning to new activities and object through trial and error testing out of hypotheses.	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Shows interest in and asks many questions about new things and people.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Desires to solve problems on their own.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Prefers to choose activities and are self-sufficient in following through with the choice.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>7:. Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</b>	
<b>Can recognize and identify a wider variety of emotions. They can better interpret complex emotional states and recover more easily from strong emotions, with adult assistance.</b>	
Begin to understand there is a variety of expressions and reactions to shared experiences (de-centering).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 7 emerging to 8. Recognizes that others' feelings about a situation might be different from his or her own

Recover from strong emotions.	1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time
<b>Cognition and Cognitive Processes</b>	
<b>Reasoning and Logic</b>	
<b>8:. Children demonstrate awareness of cause and effect relationships.</b>	
<b>Building on past experiences, express curiosity about cause and effect with people and objects and experiment to elaborate their understanding.</b>	
Structure experiments to see how changes in one factor influence changes in the others (plant seeds and put one in sunlight and one in a dark room), with assistance.	24. Uses scientific inquiry skills
Attempt to explain how things might change given a change in circumstances (when it's cloudy, it might rain).	24. Uses scientific inquiry skills
Explain reasons why simple events occurred (e.g., "Carlos isn't here today because he got sick yesterday.").	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Propose experiments to see what will happen.	24. Uses scientific inquiry skills
<b>Concept Formation/Memory</b>	
<b>9:. Children use prior relationships, experiences, and knowledge to expand understanding.</b>	
<b>Mediate current behavior, exploration, and problem solving by remembering past experiences.</b>	
Uses a variety of methods to express thoughts and ideas (discussion, art activities).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Demonstrates memory of meaningful events and interesting ideas using explanations and creative expression.	12. Remembers and connects experiences 12a. Recognizes and recalls 8. Uses a few deliberate strategies to remember information

Describes or acts out a memory of a situation or action.	12. Remembers and connects experiences 12a. Recognizes and recalls 8. Uses a few deliberate strategies to remember information
Seeks information for further understanding.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
Uses multiple sources of information to complete projects and acquire new information, with assistance.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 7 emerging to 8. Uses a variety of resources to find answers to questions
Plans activities and sets goals based on past experience.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
Demonstrates beginning understanding of what others are thinking, their intentions, or motivations.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 7 emerging to 8. Recognizes that others' feelings about a situation might be different from his or her own
Collects and categorizes objects from field trips or travels (rocks, shells, photos).	12. Remembers and connects experiences 12a. Recognizes and recalls 8. Uses a few deliberate strategies to remember information
Tells stories about the past or future, and elaborates on stories told by others.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 8. Tells elaborate stories that refer to other times and places
<b>Imitation</b>	
<b>10: Children show emerging ability to imitate behaviors that they have observed.</b>	
<b>Use fantasy and pretend play more elaborately and use more perspective taking and experimentation with cultural roles and competencies in cooperation with others.</b>	
Engages extensively in pretend role play with peers and alone with a variety of objects.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days

Narrates their play and speaks for dolls and other imagined people, taking on several roles in play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
Likes games or songs with imitation (“Simon Says”).	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
<b>Reasoning and Logic/ Problem Solving</b>	
<b>11:. Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</b>	
<b>Cooperate in groups and experiment with new situations and environments. Bring past experience to bear when approaching problems and challenges.</b>	
Works in a group to find a solution; building on the group’s problem-solving strategies.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Predicts when something might be a problem or challenge (puzzle may be hard to do).	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results  24. Uses scientific inquiry skills
Identifies some strategies to solve a problem or begin a complex task.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
Explains part, or all, of the problem when asking for help.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it

Tries several strategies to solve a problem. Child might want help from peer or adult.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
Solves increasingly complex problems and an increased number of problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
<b>12:. Children expand abilities for conjecture, hypothesizing, and guessing.</b>	
<b>Cooperate with others and systematically test ideas about how things work. Draw on past experience and increasing awareness of others.</b>	
Structures experiments to see how changes in one factor can influence changes in others.	24. Uses scientific inquiry skills
Explains how one change can lead to another.	24. Uses scientific inquiry skills
Explains how simple events occur.	24. Uses scientific inquiry skills
Sets up and pursues purposeful experimentation; trying out different solutions.	24. Uses scientific inquiry skills
Makes predications about what will happen next.	24. Uses scientific inquiry skills
Builds an awareness of other peoples' points of view and feelings.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own
Can hold more than one attribute in mind at once (teacher can also be a parent).	13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons

Understands difference between live, not alive, and dead.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
Understands problem-solving process includes classifying and reframing within co-constructed meaning.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
Uses analogical thinking to allow transfer of problem-solving strategies to new situations.	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
<b>Reasoning and Logic/Critical and Analytic Thinking</b>	
<b>13:. Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</b>	
<b>Sometimes thinks about problems and situations from the perspective of others and from different physical viewpoints.</b>	
Restates understanding of a situation or problem in own words.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
Understands that words are made up of letters.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Recognizes the defining characteristics of shapes (squares, rectangles, circles, ovals, triangles).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new
Organizes objects by more than one common characteristic.	13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons

Uses comparative words.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
Compares the main characters or events of stories.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Describes experiences using comparative language.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences  12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
Considers peers' perspectives when making decisions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own  3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Explains how he/she makes decisions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations

<b>Representational Thought and Play</b>	
<b>14.: Children participate in exploratory play.</b>	
<b>Work with persistence and confidence.</b>	
Creates elaborate block construction.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract
Uses rules and boundaries in representational building.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract
Experiments with balance, ramps, pulleys, and other tools when block building, constructing, or manipulating objects.	28. Uses tools and other technology to perform tasks
Takes apart/deconstructs to gain an understanding (gears, old sewing machine).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas  28. Uses tools and other technology to perform tasks
Works to replicate a building, object, or event through drawing/painting or block building.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract
Climbs, slides, runs, kicks, and jumps to explore movement.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Makes up games to test skills.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Reinterprets the rules for a game or sport to fit skill levels.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed



<b>15: Children participate in pretend or symbolic play.</b>	
<b>Use elaborate fantasy play, can distinguish fantasy from reality. Negotiate scripts and characters.</b>	
Understands and expresses when fantasy is influencing actions (e.g., “I was just pretending to do that.”).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Recognizes some characters, places, and objects in books, movies, and television shows.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Engages in games with rules. Can spend more time negotiating rules and scripts than in actual play.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Uses representational block play to create and recreate experiences.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Uses block building for both real and pretend scenarios and describes the difference.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Expresses own ideas through dramatic play.	36. Explores drama through actions and language
May have favorite and recurring play themes.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days

Can transform written stories into dramatizations.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
<b>16.: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.</b>	
<b>Use symbolic representation for numbers, letters, and words; and for expression in creative arts.</b>	
Combines drawing and art expression with words.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  33. Explores the visual arts
Uses art, music, and movement to express self and feelings that are beyond verbal expression.	33. Explores the visual arts  34. Explores musical concepts and expression  35. Explores dance and movement concepts
Responds to books and pictures that express emotions and social roles with empathy or association.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own
Represents simple objects through drawings, movement, mime, and three-dimensional constructs.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Uses physical objects to demonstrate vocabulary (create two piles of blocks to demonstrate "more" and "less").	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols

<p>Independently chooses new and different materials to represent original thoughts, ideas, and feelings.</p>	<p>11. Demonstrates positive approaches to learning                      11e. Shows flexibility and inventiveness in thinking                      6. Changes plans if a better idea is thought of or proposed</p> <p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                      8. Represents objects, places, and ideas with increasingly abstract symbols</p>
<p><b>Physical Well-Being, Health and Motor Development</b></p>	
<p><b>Birth through 8 Months</b></p>	
<p><b>Motor Development</b></p>	
<p><b>Gross Motor Skills: Balance, Movement, and Coordination</b></p>	
<p><b>17: Children demonstrate strength and coordination of large motor muscles.</b></p>	
<p><b>Gain control of head, trunk, arms, and legs.</b></p>	
<p>Moves initially in a predominantly reflexive way (rooting, sucking, grasping, blinking, and swallowing).</p>	<p>4. Demonstrates traveling skills                      1 emerging to 2. Moves to explore immediate environment</p>
<p>Holds head erect and steady when held on a shoulder.</p>	<p>5. Demonstrates balancing skills                      2. Balances while exploring immediate environment</p>
<p>Lifts head and chest while lying on tummy.</p>	<p>5. Demonstrates balancing skills                      2. Balances while exploring immediate environment</p>
<p>Extends legs and kicks when lying on tummy or back.</p>	<p>4. Demonstrates traveling skills                      2. Moves to explore immediate environment</p>
<p>Supports upper body with arms when lying on tummy.</p>	<p>4. Demonstrates traveling skills                      2. Moves to explore immediate environment</p>
<p>Sucks thumb or fingers.</p>	<p>7. Demonstrates fine-motor strength and coordination                      7a. Uses fingers and hands                      2. Reaches for, touches, and holds objects purposefully</p>
<p>Gains control of arm and leg movements.</p>	<p>4. Demonstrates traveling skills                      2. Moves to explore immediate environment</p>

Rolls from side to back, then from back to front.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Pounds on things with hands and kicks legs.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Reaches for feet and brings them to mouth.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Sits with support.	5. Demonstrates balancing skills 1 emerging to 2. Balances while exploring immediate environment
Moves from sitting position to crawling or prone position.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
<b>Prehension, Reaching, and Manipulation</b>	
<b>18:. Children demonstrate strength and coordination of small motor muscles.</b>	
<b>Bring hands and objects to mouth. Purposefully manipulate objects.</b>	
Grasps caregiver's fingers.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Brings hands into visual space and moves them.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Reaches and swipes at a dangled object.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Reaches for a toy, mouth open, and brings object to mouth for exploration.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Watches hands while reaching, making some spatial corrections.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully

Grasps and releases an object.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
When on back, brings extended hands together over chest to grasp or to swipe mobile.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
When on tummy, or supported sitting, uses both hands to grasp toy and brings towards self.	5. Demonstrates balancing skills 2. Balances while exploring immediate environment
Grasps a toy, releases it to the other hand, or drops it.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
When relaxed or playing, uses mostly open hands, ready to grasp.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
<b>Sensory Motor Skills</b>	
<b>19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</b>	
<b>Respond to sensory input.</b>	
Responds by turning toward sound, movement, and touch.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Focuses eyes on objects near and far.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Tracks objects by turning head.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Explores the environment with mouth and hands.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Adjusts to changes without becoming distressed (moving through space, sudden noises, etc.).	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds

Distinguishes and responds to differences in sound and intonation.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
<b>Physical Development</b>	
<b>Physical Fitness</b>	
<b>20:. Children demonstrate the stamina and energy to participate in daily activities.</b>	
<b>Develop nerves and muscles to sustain movement.</b>	
Shows an increased length of time in an alert state; lifts head and makes facial expressions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Moves from requiring full head and trunk support to supported sitting and rolling.	4. Demonstrates traveling skills 2. Moves to explore immediate environment  5. Demonstrates balancing skills 2. Balances while exploring immediate environment
Pushes up on elbows, then straightens elbows while on tummy	4. Demonstrates traveling skills 2. Moves to explore immediate environment  5. Demonstrates balancing skills 2. Balances while exploring immediate environment
<b>21:. Children engage in a variety of physical activities.</b>	
<b>Child moves reflexively, then with intentionality.</b>	
Reaches for items, and kicks items with intention.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Child’s body responds as reflexes are stimulated (grasping, rooting, and sucking reflexes).	4. Demonstrates traveling skills 1 emerging to 2. Moves to explore immediate environment

<b>Health and Personal Care</b>	
<b>Daily Living Skills</b>	
<b>22:. Children practice basic personal care routines.</b>	
<b>Begin to develop an awareness of basic physical needs related to personal care.</b>	
Indicates needs and wants such as sleep or discomfort from heat or cold.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Indicates anticipation of feeding on seeing the breast or bottle.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Demonstrates increasing ability to self-soothe and fall asleep.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Shows feelings of hunger and fullness in feeding routines.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
<b>23:. Children demonstrate personal health and hygiene skills.</b>	
<b>Infant reacts and responds to an adult performing hygiene care giving.</b>	
Responds to vocalizations during routines including diaper changing, eating, and dressing.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Indicates needs and wants such as hunger, fatigue, a soiled diaper, or discomfort.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Relaxes during bathing routines.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs

<b>Nutrition and Feeding</b>	
<b>24:. Children eat a variety of nutritious foods.</b>	
<b>Nutrition</b>	
<b>Self-regulate food intake, and indicate hunger and fullness</b>	
Breastfeeds, if appropriate for family preferences and circumstances.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Regulates the speed and intensity with which they eat.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Uses facial expressions and body movements to indicate feelings of hunger and fullness.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
May experiment with tastes of pureed foods beginning at 6 months, with approval of the physician.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Explores food with fingers	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
<b>Safety</b>	
<b>Safe Practices</b>	
<b>25:. Children demonstrate knowledge about and avoid harmful objects and situations.</b>	
<b>Show discomfort or anxiousness in stressful situations.</b>	
Shows recognition of the differences between primary caregivers and strangers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Shows anxiety of the difference between primary caregivers and strangers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults



<b>Rules and Regulations</b>	
26:. Children demonstrate awareness and understanding of safety rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>6 to 18 Months</b>	
<b>Motor Development</b>	
<b>Gross Motor Skills: Balance, Movement, and Coordination</b>	
<b>17:.. Children demonstrate strength and coordination of large motor muscles.</b>	
<b>Develop strength, balance, and coordination to change the position of the body from lying to sitting, to standing, and then to walking, with or without support.</b>	
Sits in lap with head steady.	5. Demonstrates balancing skills 2. Balances while exploring immediate environment
Rocks back and forth on hands and knees and, later, crawl.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
Moves to sitting position, without assistance.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Sits steady, without support.	5. Demonstrates balancing skills 1 emerging to 2. Balances while exploring immediate environment
Pulls self up to stand while holding onto something or someone.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Walks two or three steps, without support.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Walks holding on to furniture, then, later as the primary means of moving around.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Stoops over to explore things on the ground; first without, and then with balance.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing

Tries to climb stairs, with assistance.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Carries toys or objects while walking.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
<b>Prehension, Reaching, and Manipulation</b>	
<b>18: Children demonstrate strength and coordination of small motor muscles.</b>	
<b>Demonstrate development and precision of eye-hand coordination by grasping and manipulating objects in exploration, and including both hands in accomplishing a task.</b>	
Turns pages with adult help.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Shakes a rattle.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Transfers small object from hand to hand.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Pushes an object off highchair tray.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Picks up small objects with thumb and forefinger.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects

Bangs objects together.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Waves bye-bye and claps hands.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Empties objects from container.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Tries to imitate scribbling.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 3 emerging to 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
Turns pages of a board book independently.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Points at object that is out of reach.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Holds fat crayon with a full-hand grasp and scribbles on large paper.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
Fits two cups together, one inside the other.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects

<p>Holds toys in one hand and explores it with the other.</p>	<p>7. Demonstrates fine-motor strength and coordination                      7a. Uses fingers and hands                      4. Uses fingers and whole-arm movements to manipulate and explore objects</p>
<p>Stacks two to three objects.</p>	<p>7. Demonstrates fine-motor strength and coordination                      7a. Uses fingers and hands                      4. Uses fingers and whole-arm movements to manipulate and explore objects</p>
<p><b>Sensory Motor Skills</b></p>	
<p><b>19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</b></p>	
<p><b>Intentionally respond to sensory input and to coordinate actions based on input.</b></p>	
<p>Orients to a speaker when addressed by name.</p>	<p>8. Listens to and understands increasingly complex language                      8a. Comprehends language                      2. Shows an interest in the speech of others                       10. Uses appropriate conversational and other communication skills                      10b. Uses social rules of language                      2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
<p>Coordinates eye and hand movements (puts objects into large container).</p>	<p>7. Demonstrates fine-motor strength and coordination                      7a. Uses fingers and hands                      4. Uses fingers and whole-arm movements to manipulate and explore objects</p>
<p>Explores and responds to different surface textures.</p>	<p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                      2. Uses senses to explore the immediate environment</p>

Moves body in response to music and sounds.	4. Demonstrates traveling skills 4. Experiments with different ways of moving  34. Explores musical concepts and expression
Explores and responds to a variety of textures, sounds, smells, tastes, and visual input.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Moves body in rhythm to music and sounds.	4. Demonstrates traveling skills 4. Experiments with different ways of moving  34. Explores musical concepts and expression
Seeks out sensory input by mouthing or touching objects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
May respond with surprise or resistance to moved sensory input.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
<b>Physical Development</b>	
<b>Physical Fitness</b>	
<b>20:. Children demonstrate the stamina and energy to participate in daily activities.</b>	
<b>Sustain strength for purposeful movement.</b>	
Walks, runs, climbs, jumps in place, crawls, squats, and rolls throughout the day.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Indicates fatigue or desire for movement by seeking rest or un-restrained movement.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Initiates and maintains active play and exploring and interacting with the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<b>21:. Children engage in a variety of physical activities.</b>	
<b>Participate in a variety of age appropriate movement and physical daily activities.</b>	
Shows excitement when toys and objects are used in play.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Runs, climbs, jumps in place, crawls, squats, and rolls throughout the day.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Participates in simple movement games.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Demonstrates willingness to try new games and toys.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
<b>Health and Personal Care</b>	
<b>Daily Living Skills</b>	
<b>22:. Children practice basic personal care routines.</b>	
<b>Participate in routines to meet basic personal needs.</b>	
Indicates needs and wants such as hunger or sleep.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Assists caregiver with holding bottle; later grasps a cup.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully

Begins to finger feed self crackers and other easy-to-dissolve foods.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 3 emerging to 4. Uses fingers and whole-arm movements to manipulate and explore objects
May indicate when in need of diaper change.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
May assist adult when undressing, dressing, and diapering.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Removes loose clothing (socks, hats, mittens).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Holds own cup when drinking.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self  7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Begins to use a spoon.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 3 emerging to 4. Uses fingers and whole-arm movements to manipulate and explore objects
<b>23:. Children demonstrate personal health and hygiene skills.</b>	
<b>Anticipate, respond, and participate in basic hygiene tasks, with assistance.</b>	
Indicates needs and wants such as hunger, fatigue, a soiled diaper, or discomfort.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

Displays an awareness of hand washing routine and allows hands to be washed.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Enjoys bath time.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Vocalizes needs and wants such as hunger, fatigue, a soiled diaper, or discomfort.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Participates in hand washing routine.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Begins to brush gums and teeth, with assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
Participates in bath time routines.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
<b>Nutrition and Feeding</b>	
<b>24: Children eat a variety of nutritious foods.</b>	
<b>Nutrition</b>	
<b>Begin eating soft and semi-solid foods; feed self different foods including finger foods; and indicate likes and dislikes of flavors and textures, hunger, and fullness with words and actions.</b>	
Consumes a variety of foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being  29. Demonstrates knowledge about self



Explores food with fingers.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Regulates the speed and intensity with which they eat	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Uses facial expressions and body movements to indicate feelings of hunger and fullness.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Shows personal preferences.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Begins to use fork and spoon, although not always with accuracy.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements
Increases food vocabulary.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>Safety</b>	
<b>Safe Practices</b>	
<b>25:. Children demonstrate knowledge about and avoid harmful objects and situations.</b>	
<b>Rely on adults to maintain safe environment and respond to adult indicators of unsafe or dangerous situations</b>	
Begins to respond to cues from caregivers about warnings of danger.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults
Begins to react when caregiver says, “no,” but may need assistance to stop unsafe behavior.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults

Respond to cues from caregivers about warnings of danger.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Reacts when caregiver says, “no,” but may need assistance to stop unsafe behavior.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults
<b>Rules and Regulations</b>	
<b>26:. Children demonstrate awareness and understanding of safety rules.</b>	
Reacts and responds to caregiver’s words or actions; can be distracted from unsafe behavior with words, physical prompts, or signal from adult, but requires constant supervision and guidance (stops unsafe activity when told to “stop”).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Follows some consistently set rules and routines.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Watches familiar adult for appropriate reaction.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
<b>16 to 38 Months</b>	
<b>Motor Development</b>	
<b>Gross Motor Skills: Balance, Movement, and Coordination</b>	
<b>17:. Children demonstrate strength and coordination of large motor muscles.</b>	
<b>Coordinate whole body to make complex movements for moving from place to place (walk, run, hop, climb).</b>	
Walks and runs with skill; changing both speed and direction.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control

Walks backwards.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Climbs in and out of bed, or onto a steady adult chair.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
Pounds object with intent and precision (hammers peg with accuracy).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Kicks and throws a ball, but with little control of direction or speed.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
Jumps in place.	4. Demonstrates traveling skills 4. Experiments with different ways of moving  5. Demonstrates balancing skills 4. Experiments with different ways of balancing
Balances on one foot briefly.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
Bends over easily at the waist without falling.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
Walks in a straight line.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Walks up and down stairs (not alternating feet), without assistance.	4. Demonstrates traveling skills 4. Experiments with different ways of moving

<b>Prehension, Reaching, and Manipulation</b>	
<b>18:. Children demonstrate strength and coordination of small motor muscles.</b>	
<b>Coordinate arms, hands, and fingers to accomplish purposeful fine-motor tasks.</b>	
Turns book pages, one page at a time, most of the time.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Scribbles with crayons and begins to imitate marks (a circle).	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
Uses a paintbrush.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
Folds blanket, cloth diaper, or paper, with assistance.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Pours or dumps water, sand, and other materials using other containers or a simple tool.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Opens doors, with assistance, by turning and pulling doorknobs.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Eats with utensils; using some eating utensils appropriately.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Pours liquid from a small pitcher to a cup.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

Completes simple insert puzzles (uses shape sorter box or puts pegs into peg board).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Imitates hand motions of simple finger plays or songs.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
<b>Sensory Motor Skills</b>	
<b>19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</b>	
<b>Regulate actions and responses based on sensory input.</b>	
Demonstrates awareness of own body in space (walks around table without bumping into it).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Performs basic creative movements, with adult guidance or alone (dances to music or rhythm).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  35. Explores dance and movement concepts
Eats food with a variety of textures, tastes, and temperatures.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Exhibits eye-hand coordination (builds with blocks, completes simple puzzles, or strings large beads).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Climbs, walks up inclines, slides, swings to integrate sensory input.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
Plays with materials of different textures (sand, water, leaves).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<b>Physical Development</b>	
<b>Physical Fitness</b>	
<b>20:. Children demonstrate the stamina and energy to participate in daily activities.</b>	
<b>Sustain strength for increased periods of time.</b>	
Participates actively in simple games, and uses simple, active play materials and toys	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
Runs spontaneously on sturdy surfaces	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p>
Engages in unstructured physical activities (playing on slides, swings, or tricycles; climbing and running games, dancing, and marching).	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p>
Sleeps well; awakening rested and ready for daily activities.	29. Demonstrates knowledge about self

<b>21: Children engage in a variety of physical activities.</b>	
<b>Participate in a variety of age appropriate movement and physical daily activities.</b>	
Attempts new activities that require physical movement, with or without adult assistance.	<p>4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 5 emerging to 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 5 emerging to 6. Manipulates balls or similar objects with flexible body movements</p>
Participates actively in simple games, dance, and movement activities.	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
Initiates physical activities.	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>
Develops a sense of games, and starting play in games like “chase,” or being active characters (firefighter or hero figures).	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p>

<b>Health and Personal Care</b>	
<b>Daily Living Skills</b>	
<b>22:. Children practice basic personal care routines.</b>	
<b>Participate in meeting personal care needs.</b>	
Shows through gestures, expressions, body language, or words that child is about to urinate or have a bowel movement.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Feeds self with spoon, without assistance.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Washes hands, with assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Demonstrates interest in changing clothes when wet or muddy.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Participates in putting on shoes and socks.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Dresses and undresses completely, with assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Uses personal care objects correctly and regularly, sometimes with assistance (drinks from open cup, brushes hair, brushes teeth).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Participates in sleeping routines such as getting and arranging their bedtime comfort items.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self



<b>23:. Children demonstrate personal health and hygiene skills.</b>	
<b>Show limited awareness of personal health and hygiene skills.</b>	
Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper, when prompted.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Shows interest in toilet training and begins to use toilet regularly by 36 months, with assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Participates in bathroom routines.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Washes and dries hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Uses tissue to wipe nose, with assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Communicates with caregiver when they are not feeling well.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Cooperates and assists with tooth brushing.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

<b>Nutrition and Feeding</b>	
<b>24:. Children eat a variety of nutritious foods.</b>	
<b>Nutrition</b>	
<b>Choose how much food to eat. Participate in mealtime routines, with support.</b>	
Expands recognition and eats a variety of foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Distinguishes between food and non-food items.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Makes personal food choices among options.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Explores new foods when offered.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Talks about being hungry or full.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Uses cup to drink beverages.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Begins using serving utensils.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 3 emerging to 4. Uses fingers and whole-arm movements to manipulate and explore objects
Begins to pass and receive food in serving containers.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 3 emerging to 4. Uses fingers and whole-arm movements to manipulate and explore objects

Uses fork and spoon, with limited accuracy, but continues to use fingers often.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
<b>Safety</b>	
<b>Safe Practices</b>	
<b>25:. Children demonstrate knowledge about and avoid harmful objects and situations.</b>	
<b>Begin to develop an awareness of harmful objects and situations and respond, with assistance.</b>	
Begins to avoid dangers (blowing on hot food, hot stoves, sharp knives), but cannot be relied on to keep self safe.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Knows to hold caregiver's hand when walking in public places.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Communicates to adult when someone hurts or makes them feel bad.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
<b>Rules and Regulations</b>	
<b>26:. Children demonstrate awareness and understanding of safety rules.</b>	
<b>Develop an awareness of safety rules and respond to safety rules, with assistance.</b>	
Displays recognition of the rules, though may not always follow them.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Anticipates consequences for not following rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Pays attention to safety instructions, with assistance (cooperates when told, “I need to hold your hand when we cross the street.”).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Verbally offers simple rules (hot, no-no, no running inside).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>36 to 60 Months</b>	
<b>Motor Development</b>	
<b>Gross Motor Skills: Balance, Movement, and Coordination</b>	
<b>17: Children demonstrate strength and coordination of large motor muscles.</b>	
<b>Coordinate whole body to move in complex ways with strength, agility, and balance.</b>	
Walks and runs following circular paths (around obstacles and corners).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Runs, pivots to change direction, and stops as appropriate.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Crawls through a play tunnel or under tables.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Climbs on play equipment.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Throws large beanbags or ball with some accuracy.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements

Catches large balls with two hands.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Kicks ball forward.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
Balances on one foot; hops forward on one foot.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
Jumps on two feet and jumps over small objects with balance and control.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
Jumps from a height.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
Jumps for distance.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
Gallops.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Pedals consistently when riding a tricycle.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Starts and stops a tricycle intentionally.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Walks up and down stairs using alternating feet.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
<b>Prehension, Reaching, and Manipulation</b>	
<b>18:. Children demonstrate strength and coordination of small motor muscles.</b>	
<b>Use fingers and hands for purposeful tasks.</b>	
Eats with utensils; scoops, spears, and spreads food.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects

Uses various drawing and art materials (crayons, brushes, finger paints).	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Copies shapes and geometric designs.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Opens and closes blunt scissors with one hand.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Cuts a piece of paper on a straight line and on a curve. Child needs sharp scissors to cut accurately.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Manipulates small objects with ease (strings beads, fits small objects into holes).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Fastens large buttons.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Uses large zippers.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Uses stapler or paper punch.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Completes increasingly complex puzzles (single, cut-out figures to 10-piece puzzles).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

Writes some recognizable letters or numbers.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools 5 emerging to 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning 3. Mock letters or letter-like forms</p>
<b>Sensory Motor Skills</b>	
<b>19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</b>	
<b>Coordinate motor activities based on sensory input</b>	
Coordinates motor activity based on visual input.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p>
Holds materials at an appropriate distance.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p>
Moves eyes rather than head to track objects.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p>
Physically reacts appropriately to the environment (bends knees to soften a landing, moves quickly to avoid obstacles).	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p>
Demonstrates concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).	35. Explores dance and movement concepts
Improves eye-hand coordination for precise movement (catches a bounced ball).	<p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
Coordinates motor activity based on auditory input (runs to look out the window when hearing a siren).	<p>12. Remembers and connects experiences</p> <p>12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>

Demonstrates sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
<b>Physical Development</b>	
<b>Physical Fitness</b>	
<b>20: Children demonstrate the stamina and energy to participate in daily activities.</b>	
<b>Sustain strength for increased periods of time</b>	
Carries light objects, bags, or backpacks for a short distance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Repetitively practices new skills.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Engages in sustained unstructured physical activity on a daily basis	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences  6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements



<p><b>21: Children engage in a variety of physical activities.</b></p>	
<p><b>Participate in a variety of age appropriate movement and physical daily activities.</b></p>	
<p>Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement.</p>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
<p>Initiates structured and unstructured physical activities throughout the day.</p>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
<p>Incorporates various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).</p>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>

Participates in cooperative games with peers.	<p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p>6. Initiates the sharing of materials in the classroom and outdoors</p> <p>5. Demonstrates balancing skills</p> <p>6. Sustains balance during simple movement experiences</p>
<b>Health and Personal Care</b>	
<b>Daily Living Skills</b>	
<b>22.: Children practice basic personal care routines.</b>	
<b>Initiate and carry out personal care routines, with and without assistance.</b>	
Feeds self with fork and spoon; and spreads with a blunt knife, without assistance.	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>6. Demonstrates confidence in meeting own needs</p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>6. Uses refined wrist and finger movements</p>
Washes hands independently, with frequency.	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>8. Takes responsibility for own well-being</p>
Gets a drink of water from an appropriate tap, without assistance.	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>8. Takes responsibility for own well-being</p>
Dresses and undresses, with minimal help.	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>6. Demonstrates confidence in meeting own needs</p>
Chooses own clothes to wear, when asked.	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>4. Seeks to do things for self</p>

Puts shoes on, without assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Decides, with few prompts, when to carry out self-help tasks (to wash hands when dirty and before meals).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Chooses to rest, when tired.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Participates in helping younger siblings with personal care routines.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Cares for toileting needs other than wiping.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Independently completes toileting activities, including wiping and flushing the toilet.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>23:. Children demonstrate personal health and hygiene skills.</b>	
<b>Demonstrate independence in personal hygiene skills.</b>	
Takes care of own toileting needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Washes and dries hands before eating and after toileting, without assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Cooperates and assists caregiver with tooth brushing.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

Identifies health products (shampoo, toothpaste, soap).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Covers mouth and nose when coughing and sneezing with elbow or tissue.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Uses tissue to wipe own nose and throws tissue in wastebasket.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Recognizes and communicates when experiencing symptoms of illness.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Cooperates and participates in care for acute and chronic illness (takes medicine, with assistance).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
<b>Nutrition and Feeding</b>	
<b>24:. Children eat a variety of nutritious foods.</b>	
<b>Nutrition</b>	
<b>Participate in mealtime routines with increasing independence and become more consistent at using utensils to eat and serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.</b>	
Accepts a greater variety of foods, displays greater acceptance of textures and flavors.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

Expresses food preferences using increasingly descriptive vocabulary.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul> <p>29. Demonstrates knowledge about self</p>
Uses spoon and fork, but continues to use fingers for efficiency.	<ul style="list-style-type: none"> <li>7. Demonstrates fine-motor strength and coordination</li> <li>7a. Uses fingers and hands</li> <li>4. Uses fingers and whole-arm movements to manipulate and explore objects</li> </ul>
Begins to have accuracy with a knife for spreading soft foods such as butter or jelly.	<ul style="list-style-type: none"> <li>7. Demonstrates fine-motor strength and coordination</li> <li>7a. Uses fingers and hands</li> <li>5 emerging to 6. Uses refined wrist and finger movements</li> </ul>
Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul>
Uses serving utensils to self-serve food, with increasing accuracy.	<ul style="list-style-type: none"> <li>7. Demonstrates fine-motor strength and coordination</li> <li>7a. Uses fingers and hands</li> <li>6. Uses refined wrist and finger movements</li> </ul>
Passes food at the table and takes appropriate-sized portions, or participates in other culturally-specific family serving styles.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul> <p>29. Demonstrates knowledge about self</p>
Expresses hunger and fullness using words such as “I’m hungry” or “My tummy is full.”	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul>
Begins to identify sources of food.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>8. Takes responsibility for own well-being</li> </ul>

<b>Safety</b>	
<b>Safe Practices</b>	
<b>25: Children demonstrate knowledge about and avoid harmful objects and situations.</b>	
<b>Demonstrate an awareness and understanding of harmful objects and situations and respond, with and without assistance.</b>	
Communicates to peers and adults when seeing dangerous behaviors (throwing rocks on the playground).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Carries scissors and pencils with points down to avoid accidents.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Looks both ways before crossing street or road, and knows to cross with adult assistance.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Recognizes danger and poison symbols and avoids those objects or areas.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Does not touch or take medicine, without adult assistance; but knows that medicine can improve health, when used properly.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Understands the difference between safe touch and unsafe touch.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Identifies appropriate clothing and sunscreen for various weather conditions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Recognizes safety issues with guns, fire, water, and strangers.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>Rules and Regulations</b>	
<b>26: Children demonstrate awareness and understanding of safety rules.</b>	
<b>Follow safety rules, with and without assistance.</b>	
Understands and anticipates the consequences of not following rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Identifies safety signs posted indoors and outdoors.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Follows emergency drill instructions (fire, earthquake, bomb, lockdown).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Follows basic safety rules, with assistance (bus, bicycle, boat, plane, playground, crossing the street, stranger awareness, using sidewalk).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Initiates getting buckled into age- and weight-appropriate car safety seats in vehicles.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Puts on or asks for helmet before riding a bicycle or other wheeled toy.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Shows an interest in participating in setting rules for indoor and outdoor play in a classroom setting.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>60 Months through Kindergarten</b>	
<b>Motor Development</b>	
<b>Gross Motor Skills: Balance, Movement, and Coordination</b>	
<b>17: Children demonstrate strength and coordination of large motor muscles.</b>	
<b>Coordinate multiple movements with accuracy and purpose.</b>	
Runs with an even gait and with few falls.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Hop on each foot separately, without support and with balance.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
Maintains balance while bending, twisting, or stretching.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
Walks up and down stairs while holding an object in one or both hands.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Moves body into position to catch a ball; then throws the ball in the right direction.	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
Kicks large ball to a given point, with some accuracy.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
Alternates weight and feet while skipping or using stairs.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control



Throws a medium-size ball, with some accuracy.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Moves to a rhythm (marching).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  35. Explores dance and movement concepts
Runs forward, backward, slides to the side, and pivots without pausing.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
<b>Prehension, Reaching, and Manipulation</b>	
<b>18:. Children demonstrate strength and coordination of small motor muscles.</b>	
<b>Manipulate materials in a purposeful way, planning and attending to fine details.</b>	
Removes and replaces easy-to-open container lids.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Folds paper and makes paper objects (airplanes, origami), with assistance.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Cuts, draws, glues with provided materials.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Ties knots and shoe laces, with assistance.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 7 emerging to 8. Uses small, precise finger and hand movements
Prints letters with some legibility.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3 emerging to 4. Letter strings
Buttons large buttons on clothing.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

Tears tape off a dispenser without letting the tape get stuck to itself, most of the time.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Puts together and pulls apart manipulatives appropriately.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
<b>Sensory Motor Skills</b>	
<b>19:. Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</b>	
<b>Integrate sensory motor skills into actions.</b>	
Hits a medium-size ball (6 to 8 inches) with a bat, with some consistency.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Catches a ball thrown from a distance of 5 to 10 feet.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Manipulates simple puppets.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Carries a glass of water or juice across the room without spilling it.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Participate in vigorous, active play (freeze tag, hide and seek, snow play).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences  6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Pivots, runs, and stops with control.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games

Successfully aims and tosses objects.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
<b>Physical Development</b>	
<b>Physical Fitness</b>	
<b>20: Children demonstrate the stamina and energy to participate in daily activities.</b>	
<b>Sustain strength for increased periods of time.</b>	
Runs 50 to 75 yards, without stopping.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences  6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Engages in physical activities (active games, bike riding, vigorous peer play) for up to 60 minutes throughout each day.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences  6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements

<p>Engages in sustained physical activities (movement games with other children, dancing to music).</p>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
<p><b>21:. Children engage in a variety of physical activities.</b></p>	
<p><b>Participate in a variety of age appropriate movement and physical daily activities.</b></p>	
<p>Participates regularly in physical activity (walks, dances, and plays organized or informal sports).</p>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
<p>Helps with physical chores (raking leaves, sweeping the floor, carrying laundry, putting away toys).</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>

<p>Participates in cooperative games with peers.</p>	<p>3. Participates cooperatively and constructively in group situations          3a. Balances needs and rights of self and others              6. Initiates the sharing of materials in the classroom and outdoors</p> <p>4. Demonstrates traveling skills              6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills              6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills              6. Manipulates balls or similar objects with flexible body movements</p>
<p><b>Health and Personal Care</b></p>	
<p><b>Daily Living Skills</b></p>	
<p><b>22: Children practice basic personal care routines.</b></p>	
<p><b>Independently initiate and carry out personal care routines.</b></p>	
<p>Uses fork, spoon, and (sometimes) a blunt table knife.</p>	<p>1. Regulates own emotions and behaviors          1c. Takes care of own needs appropriately              7 emerging to 8. Takes responsibility for own well-being</p> <p>7. Demonstrates fine-motor strength and coordination          7a. Uses fingers and hands              5 emerging to 6. Uses refined wrist and finger movements</p>
<p>Pours milk or juice easily, with minimal spills.</p>	<p>1. Regulates own emotions and behaviors          1c. Takes care of own needs appropriately              6. Demonstrates confidence in meeting own needs</p> <p>7. Demonstrates fine-motor strength and coordination          7a. Uses fingers and hands              6. Uses refined wrist and finger movements</p>
<p>Dresses and undresses in easy pull-on clothes, without assistance.</p>	<p>1. Regulates own emotions and behaviors          1c. Takes care of own needs appropriately              6. Demonstrates confidence in meeting own needs</p>

Ties single knot in shoelaces, with assistance.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Brushes and combs hair, with assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Helps select clothes appropriate for the weather.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>23:. Children demonstrate personal health and hygiene skills.</b>	
<b>Initiate and independently carry out personal hygiene skills, with or without assistance.</b>	
Washes hands independently at appropriate times throughout the day.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Brushes teeth and attempts flossing, with supervision; and then allows assistance to complete the process.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Washes face, without assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Covers mouth and nose when coughing and sneezing with elbow or tissue.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Demonstrates an awareness of routines for maintaining good health.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

<b>Nutrition and Feeding</b>	
<b>24:. Children eat a variety of nutritious foods.</b>	
<b>Nutrition</b>	
<b>Are curious and enthusiastic about foods and eating. Take increasingly more responsibility for eating and food choices.</b>	
Chooses from a variety of foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being  29. Demonstrates knowledge about self
States food preferences.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being  29. Demonstrates knowledge about self
Provides simple explanations for own and others' food allergies.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Tries most new foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>Safety</b>	
<b>Safe Practices</b>	
<b>25:. Children demonstrate knowledge about and avoid harmful objects and situations.</b>	
<b>Explain harmful objects and situations and respond independently most of the time.</b>	
Explains when not to accept rides, food, or money from strangers.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Understands that some practices may be personally dangerous (smoking, drinking alcohol, playing with matches, contact with blood, playing near ditches).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Identifies adults who can assist in dangerous situations (parents, teachers, police officers).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Recognizes personal privacy in relation to their body.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>Rules and Regulations</b>	
<b>26:. Children demonstrate awareness and understanding of safety rules.</b>	
<b>Verbalize and demonstrate application of safety rules and respond independently most of the time.</b>	
Tells and follows safety rules consistently.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Explains why emergency drills are important.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Explains how to get help in emergency situations (calling 911, finding a police officer or responsible adult).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Demonstrates safety rules and engages in dramatic play (e.g., “Keep your fingers away from the hot stove so you do not get hurt.”).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders



Participates in setting rules for indoor and outdoor play in a classroom setting.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Responds quickly to adult directives about safety.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Seeks adult help in unsafe situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
<b>Social and Emotional Development</b>	
<b>Birth through 8 Months</b>	
<b>Social Development</b>	
<b>Interaction with Adults</b>	
<b>27: Children trust, interact with, and seek assistance from adults.</b>	
<b>Develop secure primary attachments.</b>	
Responds to the caregiver’s attempts to interact.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or the need for comfort.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Turns toward sight, sound, and smell of mother as opposed to an unfamiliar adult.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults  11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds

Shows preference for primary caregivers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Establishes an attachment with the primary caregiver and other consistent adults in the child's life.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Is quieted by or seeks comfort by an attachment figure when crying.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Lifts arms to be picked up by an adult.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Establishes and maintains interactions with caregivers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Shows preference for familiar adults through smiling and gestures.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Gestures and babbles back and forth with caregiver.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate  9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Uses body movements to initiate social interactions (pats adult's face).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations

Looks for caregivers' response in uncertain situations.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Follows caregiver's gaze to look at toy.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Gives cues to initiate and maintain interaction with the caregiver by the end of the period.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
<b>Interactions with Peers</b>	
<b>28:. Children develop friendships with peers</b>	
<b>Shows interest in babies and other children.</b>	
Initially responds and prefers caregiver's face and voice.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults  8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Gazes and smiles spontaneously at other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Shows enjoyment in interactions with other children by kicking and reaching, and using gestures, facial expressions, and vocalizations.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions

Responds verbally when interacting with peers (laughing or babbling).	<p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>    2. Plays near other children; uses similar materials or actions</p> <p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>    2. Shows an interest in the speech of others</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>    2. Engages in simple back-and-forth exchanges with others</p>
Shows interest in other children and visually tracks their actions.	<p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>    2. Plays near other children; uses similar materials or actions</p> <p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>    2. Pays attention to sights and sounds</p>
Observes other children and imitates their sounds, actions, and motions.	<p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>    2. Plays near other children; uses similar materials or actions</p>
Becomes sad or cries when other children are crying.	<p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues</p> <p>    2. Reacts to others' emotional expressions</p>
Begins to show awareness of feelings displayed by others by matching facial expressions and smiling responsively.	<p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues</p> <p>    1 emerging to 2. Reacts to others' emotional expressions</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>    1 emerging to 2. Engages in simple back-and-forth exchanges with others</p>

29:. Children demonstrate positive negotiation skills.	
Initiate and respond to caregiver’s attempts to interact.	
Communicates needs through crying, vocalizations, and movements.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Uses voice to interact with caregiver in a conversational way (e.g. baby says, “ooh” and caregiver says, “ooh”).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Reaches out to touch adults, other children, or others’ toys.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Expresses self through differing vocalizations (differentiated cry, hunger, pleasure, protest).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Mimics facial expressions and simple movements.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Gives eye contact and follows movement in the room.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Gives or takes toys from a familiar adult.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 1 emerging to 2. Reaches for, touches, and holds objects purposefully
Gives cues to initiate interaction with caregiver, by the end of the period.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 3 emerging to 4. Initiates and attends to brief conversations

<b>Pragmatic Behavior</b>	
<b>30:. Children demonstrate awareness of behavior and its effects on others.</b>	
<b>Become aware that their actions may be linked to another's response.</b>	
Repeats actions many times to cause a desired effect (smiles because it makes caregivers smile and laugh).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Recognizes that certain adult actions are associated with expected behavior (“When my caregiver puts me in my crib... I am supposed to go to sleep.”).	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to
Repeats vocal sounds or screeching to gain caregiver’s attention.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate  11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Pushes or drops items off highchair and looks to caregiver for reaction.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<p>Repeatedly bangs or waves object and looks to caregiver for response.</p>	<p>11. Demonstrates positive approaches to learning                      11b. Persists                      2. Repeats actions to obtain similar results</p> <p>11. Demonstrates positive approaches to learning                      11d. Shows curiosity and motivation                      4. Explores and investigates ways to make something happen</p>
<p>Anticipates specific reactions to their actions, by the end of the period.</p>	<p>11. Demonstrates positive approaches to learning                      11b. Persists                      2. Repeats actions to obtain similar results</p>
<p><b>31: Children participate positively in group activities.</b></p>	
<p><b>Begin to develop awareness of self and others.</b></p>	
<p>Reaches out to touch other children or grabs their toys.</p>	<p>2. Establishes and sustains positive relationships                      2c. Interacts with peers                      2. Plays near other children; uses similar materials or actions</p> <p>6. Demonstrates gross-motor manipulative skills                      2. Reaches, grasps, and releases objects</p>
<p>Smiles at other children and adults.</p>	<p>2. Establishes and sustains positive relationships                      2c. Interacts with peers                      2. Plays near other children; uses similar materials or actions</p>
<p>Expresses contentment or joy when with other children, or when a familiar adult is present.</p>	<p>2. Establishes and sustains positive relationships                      2a. Forms relationships with adults                      2. Demonstrates a secure attachment to one or more adults</p> <p>2. Establishes and sustains positive relationships                      2c. Interacts with peers                      2. Plays near other children; uses similar materials or actions</p>
<p>Participates in simple give-and-take with adults, by the end of the period.</p>	<p>10. Uses appropriate conversational and other communication skills                      10a. Engages in conversations                      2. Engages in simple back-and-forth exchanges with others</p>

<b>32:. Children demonstrate sympathy and empathy.</b>	
<b>Learn about their world through observation.</b>	
Watches and observes adults and other children's reactions and behaviors.	<p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers</p> <p>    2. Plays near other children; uses similar materials or actions</p> <p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>    2. Shows an interest in the speech of others</p>
Smiles when seeing a smiling face.	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>    2. Engages in simple back-and-forth exchanges with others</p>
Shows caution or distress when someone is crying or upset.	<p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues</p> <p>    2. Reacts to others' emotional expressions</p>
Responds to others by vocalizing or cooing.	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>    2. Vocalizes and gestures to communicate</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>    2. Engages in simple back-and-forth exchanges with others</p>
May reach out to others to touch.	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>    2. Engages in simple back-and-forth exchanges with others</p>
Reacts to human face more than to objects.	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>    2. Pays attention to sights and sounds</p>
Responds to another's cry, by the end of the period.	<p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues</p> <p>    2. Reacts to others' emotional expressions</p>



<b>33:. Children develop a sense of humor.</b>	
<b>Laugh with pleasure, often in response to primary caregiver.</b>	
Giggles and laughs in response to environment or people.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Starts to differentiate familiar from unfamiliar.	12. Remembers and connects experiences 12a. Recognizes and recalls 1 emerging to 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Reacts to small surprises such as sounds, faces, and Peek-a-Boo.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Reacts to physical sensations (rocking, lifting).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Reacts to gentle tickling and tummy “raspberries”.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Begins to initiate interactions with caregivers or other children.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 3 emerging to 4. Initiates and attends to brief conversations
Watches and observes the environment and the people in it.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Recognizes and takes interest in new experiences and objects.	11. Demonstrates positive approaches to learning 11b. Persists 3 emerging to 4. Practices an activity many times until successful
Has ability to engage in a relationship.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults

<b>Appreciating Diversity</b>	
<b>34:. Children adapt to diverse settings.</b>	
<b>React differently to different settings and people.</b>	
Actively observes surroundings.	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning               <ul style="list-style-type: none"> <li>11a. Attends and engages                   <ul style="list-style-type: none"> <li>2. Pays attention to sights and sounds</li> </ul> </li> </ul> </li> <li>11. Demonstrates positive approaches to learning               <ul style="list-style-type: none"> <li>11d. Shows curiosity and motivation                   <ul style="list-style-type: none"> <li>2. Uses senses to explore the immediate environment</li> </ul> </li> </ul> </li> </ul>
Demonstrates recognition of a new setting by changing behavior (looks to parent for guidance).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1a. Manages feelings                   <ul style="list-style-type: none"> <li>2. Uses adult support to calm self</li> </ul> </li> </ul> </li> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults                   <ul style="list-style-type: none"> <li>2. Demonstrates a secure attachment to one or more adults</li> </ul> </li> </ul> </li> </ul>
When ready, explores new settings with support from caregiver.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults                   <ul style="list-style-type: none"> <li>4. Uses trusted adult as a secure base from which to explore the world</li> </ul> </li> </ul> </li> </ul>
May show different reactions to familiar and unfamiliar people, by the end of the period.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults                   <ul style="list-style-type: none"> <li>3 emerging to 4. Uses trusted adult as a secure base from which to explore the world</li> </ul> </li> </ul> </li> </ul>
<b>35:. Children recognize, appreciate, and respect similarities and differences in people.</b>	
<b>Become aware of the differences between primary caregiver and strangers.</b>	
Observes self in mirror. Initially does not recognize the image as self.	29. Demonstrates knowledge about self

Focuses attention on others. § Notices others’ physical characteristics (pats another person’s hair). § Will respond more to a familiar face than a stranger’s face. § Can distinguish primary caregivers from others, by the end of this period.	29. Demonstrates knowledge about self
Notices others’ physical characteristics (pats another person’s hair).	30. Shows basic understanding of people and how they live
Will respond more to a familiar face than a stranger’s face.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Can distinguish primary caregivers from others, by the end of this period.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
<b>Emotional Development</b>	
<b>Self-Concept</b>	
<b>36:. Children perceive themselves as unique individuals.</b>	
<b>Attach to primary caregivers</b>	
Explores own body (observes hands, reaches for toes).	29. Demonstrates knowledge about self
Explores the face and other body parts of others (touches caregivers’ ears, hair, hands).	30. Shows basic understanding of people and how they live
Shows awareness of self in voice and body.	29. Demonstrates knowledge about self
Responds with gestures or vocalization to sounds, movement, or the facial expressions of others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Shows interest in and may reach for others.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds

<b>Self Efficacy</b>	
<b>37:. Children demonstrate belief in their abilities.</b>	
<b>Begin to calm self for very brief periods.</b>	
Can calm self for very brief periods by sucking or staring at an object.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Repeats a sound or gesture that creates an effect (repeatedly shakes a rattle after discovering that it makes a sound).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Recognizes that adults respond to cues.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Explores environment. At first in close contact with caregiver, and then farther away from caregiver as the child grows.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Looks to caregiver when accomplishing new tasks (sitting, pulling up).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
May sometimes show signs of “global empathy” and get upset when someone else is upset.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others’ emotional expressions
<b>Self-Control</b>	
<b>38:. Children regulate their feelings and impulses.</b>	
<b>Begin to calm and sooth self for brief periods of time.</b>	
Signals needs with sounds or motions (cries when hungry or reaches for wanted object of comfort).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Relaxes or stops crying when comforted (when swaddled or spoken to softly).	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self

Comforts self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket; get fist, fingers, or pacifier to mouth for self soothing).	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Cries or uses other vocalizations, facial expressions, or body language to express emotions and to get needs met.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Communicates need for support or help from adults (holds out arms when tired).	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self  1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Anticipates routine interactions (lifts arms toward caregiver to be picked up).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Develops increasing consistency in sleeping, waking, and eating patterns.	23. Demonstrates knowledge of patterns 1 emerging to 2. Shows interest in simple patterns in everyday life
Shows awareness of change and routine; may object to changes.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Responds to emotional cues and social situations (crying when other babies cry).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions

<b>6 to 18 Months</b>	
<b>Social Development</b>	
<b>Interaction with Adults</b>	
<b>27: Children trust, interact with, and seek assistance from adults.</b>	
<b>Develop sense of self in relation to familiar adults.</b>	
Gives cues to initiate and maintain interaction with the caregiver.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Explores environment, with support.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Enjoys solitary play (playing alone with books or toys for a few minutes).	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Distinguishes between familiar and unfamiliar adults.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Seeks support and security with familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
May exhibit separation reaction by crying when caregiver is not in sight or clinging to caregiver in the presence of strangers (separation anxiety increases over time and then diminishes).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Cries out or follows caregiver when he/she leaves the room.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
May seek comfort from a favorite blanket or toy especially when a favored caregiver is absent.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person

Turns excitedly and lifts arms to a favored adult on reunion after an absence.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2a. Forms relationships with adults               <ul style="list-style-type: none"> <li>2. Demonstrates a secure attachment to one or more adults</li> </ul> </li> </ul>
Calms quickly after primary caregiver returns.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1a. Manages feelings                   <ul style="list-style-type: none"> <li>2. Uses adult support to calm self</li> </ul> </li> </ul> </li> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults                   <ul style="list-style-type: none"> <li>2. Demonstrates a secure attachment to one or more adults</li> </ul> </li> </ul> </li> </ul>
May display anxiety when an unfamiliar adult gets too close.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults                   <ul style="list-style-type: none"> <li>2. Demonstrates a secure attachment to one or more adults</li> </ul> </li> </ul> </li> </ul>
Reconnects with the caregiver by making eye contact with him/her from time to time.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults                   <ul style="list-style-type: none"> <li>4. Uses trusted adult as a secure base from which to explore the world</li> </ul> </li> </ul> </li> </ul>
Plays confidently when caregiver is in the room, but runs or crawls to him/her when frightened.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults                   <ul style="list-style-type: none"> <li>4. Uses trusted adult as a secure base from which to explore the world</li> </ul> </li> </ul> </li> </ul>
Seeks assistance and attention from caregiver using verbal cues, words, sounds, or body movements.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately                   <ul style="list-style-type: none"> <li>2. Indicates needs and wants; participates as adult attends to needs</li> </ul> </li> </ul> </li> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults                   <ul style="list-style-type: none"> <li>2. Demonstrates a secure attachment to one or more adults</li> </ul> </li> </ul> </li> </ul>
Shows awareness of feelings displayed by others by matching the facial expressions and smiling responsively.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2b. Responds to emotional cues                   <ul style="list-style-type: none"> <li>2. Reacts to others' emotional expressions</li> </ul> </li> </ul> </li> <li>10. Uses appropriate conversational and other communication skills               <ul style="list-style-type: none"> <li>10a. Engages in conversations                   <ul style="list-style-type: none"> <li>2. Engages in simple back-and-forth exchanges with others</li> </ul> </li> </ul> </li> </ul>

Cooperates with caregivers in dressing, eating, and playing.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately</li> <li>2. Indicates needs and wants; participates as adult attends to needs</li> </ul> </li> </ul>
Looks for caregivers' response in uncertain situations or with inappropriate behavior.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults</li> <li>4. Uses trusted adult as a secure base from which to explore the world</li> </ul> </li> </ul>
Begins to recognize and respond to the emotional cues of self and others.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately</li> <li>3 emerging to 4. Seeks to do things for self</li> </ul> </li> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2b. Responds to emotional cues</li> <li>3 emerging to 4. Demonstrates concern about the feelings of others</li> </ul> </li> </ul>
Begins to take care of needs by doing things such as feeding self or expressing a desire to take off own shoes.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately</li> <li>3 emerging to 4. Seeks to do things for self</li> </ul> </li> </ul>
Tests abilities and boundaries with familiar adults by the end of the period.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults</li> <li>4. Uses trusted adult as a secure base from which to explore the world</li> </ul> </li> </ul>
<b>Interactions with Peers</b>	
<b>28:. Children develop friendships with peers</b>	
<b>Begins to show interest in peers.</b>	
Initially engages in self play.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2c. Interacts with peers                   <ul style="list-style-type: none"> <li>2. Plays near other children; uses similar materials or actions</li> </ul> </li> </ul> </li> </ul>
Reaches out to and engages momentarily with other children.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2c. Interacts with peers                   <ul style="list-style-type: none"> <li>4. Uses successful strategies for entering groups</li> </ul> </li> </ul> </li> </ul>
Pats/touches child nearby.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2c. Interacts with peers                   <ul style="list-style-type: none"> <li>4. Uses successful strategies for entering groups</li> </ul> </li> </ul> </li> </ul>



Pokes or reaches at other children to explore.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Pushes toys toward another child.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Hands toys to other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Takes objects from other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Observes other children and mimics their behavior (sees another child banging a toy and they begin to bang their toy).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
Babble, make sounds toward, and respond to other babies and older children (talking, smiling, babbling).	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Shows interest when other children are crying, and tries to help (brings child a toy) or begins to cry.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Engages in parallel play or briefly plays beside other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions

29.: Children demonstrate positive negotiation skills.	
Give cues to initiate interaction with caregiver and peers.	
Uses others' facial expressions, gestures, or voices to guide behavior.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
Uses repeated actions to let others know what is wanted, or to have fun.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Accepts adult intervention to settle disputes over toys.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Takes or leads others toward desired toy or activity to play (takes caregiver's hand and leads them to a toy).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Initiates an interaction by pointing.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Gives and takes toys from other children or adults.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Asks for help through sign language, crying, or simple speech.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Calls out to caregiver from across the room.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Looks over at caregiver to check-in.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world

Shares food with significant caregiver.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Engages in a series of actions with caregiver and peers by the end of the period.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
<b>Pragmatic Behavior</b>	
<b>30:. Children demonstrate awareness of behavior and its effects on others.</b>	
<b>Begin to anticipate reactions to their actions.</b>	
Uses others' facial expressions or gestures to guide own behavior ("I will look at my mother as I reach for the electric outlet.").	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Begins to respond to words and tone of voice for redirection.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults
May repeat behaviors despite negative consequences.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults  1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
Shakes head "no" or "yes" in response to questions, mostly "no," even when child means "yes."	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

Uses simple gestures or signs to indicate needs or wants.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Shows understanding that characters from books are associated with certain actions or behaviors (animal book and animal sounds).	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Brings or gives toys to others to connect or play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Moves towards or reaches for caregiver to be held.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person  2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Uses repeated sounds or words to gain caregivers attention or reaction (e.g., child says, “ba,ba,ba,” and caregiver responds, with “ba, ba, ball.”).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Modifies behavior in an effort to solicit others’ actions or responses, by the end of the period.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
<b>31:. Children participate positively in group activities.</b>	
<b>Begin to make connections and associations with other people, places, and regular routines.</b>	
Responds to other children in their environment by looking and reaching toward peers.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Begins to watch simple associative play of other children, with adult support.	2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups

Begins to participate in simple parallel play with other children (same toys but no playing together).	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
Sits together briefly during some activities (snack, story time, lap time).	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups  2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates
Imitates others' behaviors in the group.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it  14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
Begins to take turns with simple activities, with assistance.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 3 emerging to 4. Takes turns
Knows some children's names.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Shows empathy for a child who is crying or upset.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Becomes familiar with routines and rituals within the group or family.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support

<b>32:. Children demonstrate sympathy and empathy.</b>	
<b>Explore relationships through observation and interaction.</b>	
Explores plants, flowers, and other living things with multiple senses.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Expresses interest and excitement about animals and other living things.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Recognizes and responds or reacts to strong emotion in caregiver or other children.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Likes to look at and can recognize self and caregiver in a mirror.	29. Demonstrates knowledge about self
Increasingly uses social referencing (others' reaction) and emotions to guide behavior.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Offers objects, food, hugs to others.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
May try to comfort another person who is upset.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 3 emerging to 4. Demonstrates concern about the feelings of others
May become upset when others are hurt.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 3 emerging to 4. Demonstrates concern about the feelings of others
Matches emotions of others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Shows interest and excitement about living things around them.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

<b>33:. Children develop a sense of humor.</b>	
<b>Initiate and respond to caregiver with laughter. Begin to understand abstraction and absurdity.</b>	
Likes novel sounds and funny faces from familiar people – incongruity.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Anticipates favorite routines.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Begins to understand physical humor (falling down, laughing, looking between legs).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 3 emerging to 4. Initiates and attends to brief conversations  29. Demonstrates knowledge about self
Laughs at surprises and changes from the usual.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
<b>Appreciating Diversity</b>	
<b>34:. Children adapt to diverse settings.</b>	
<b>Initially become aware and are anxious when their primary caregiver leaves. By the end of the period can become very upset and cling.</b>	
Explores new settings with support from caregiver.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Demonstrates awareness of different settings by clinging or staying close to caregiver.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults

May become anxious when separated from primary caregiver, if not routine.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
May refuse to look at or respond to unfamiliar people.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
May show irritability when routines are disrupted.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
<b>35:. Children recognize, appreciate, and respect similarities and differences in people.</b>	
<b>Recognize primary caregiver and strangers.</b>	
May express curiosity about others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs; if they have the opportunity to regularly interact with others.	30. Shows basic understanding of people and how they live
Recognizes self in mirror.	29. Demonstrates knowledge about self
Observes strangers from a distance.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world
Seeks primary caregiver if stranger approaches too quickly.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Approaches and is curious about other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Plays in the presence of other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions



Can play near others who are different than them, by the end of the period.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions  30. Shows basic understanding of people and how they live
<b>Emotional Development</b>	
<b>Self-Concept</b>	
<b>36:. Children perceive themselves as unique individuals.</b>	
<b>Develop awareness of self as separate from primary caregiver.</b>	
May express curiosity about signal caregivers for assistance, attention, or the need for comfort.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
May become upset when separated from parent.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Points to at least two body parts when asked.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures  29. Demonstrates knowledge about self
Responds with gestures or vocalizations when name is spoken.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects  29. Demonstrates knowledge about self
Shows awareness of self in a mirror image.	29. Demonstrates knowledge about self
Protests when preferred activity is stopped.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

Grasps and bangs objects. Feels a sense of ability in one's own body to make something happen.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> </ul> <ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11d. Shows curiosity and motivation</li> <li>4. Explores and investigates ways to make something happen</li> </ul>
Increases independence in playing with toys.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> </ul>
Increases interest in others bodies, especially faces.	30. Shows basic understanding of people and how they live
<b>Self Efficacy</b>	
<b>37:. Children demonstrate belief in their abilities.</b>	
<b>Begin to view self as capable of influencing their environment.</b>	
Gives objects or toys to others (picks up a rock then reaches to give it to caregiver).	<ul style="list-style-type: none"> <li>10. Uses appropriate conversational and other communication skills</li> <li>10a. Engages in conversations</li> <li>4. Initiates and attends to brief conversations</li> </ul>
Smiles when succeeding in a task/activity.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>6. Demonstrates confidence in meeting own needs</li> </ul>
Monitors caregiver's emotional expressions in situations of uncertainty.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2a. Forms relationships with adults</li> <li>4. Uses trusted adult as a secure base from which to explore the world</li> </ul>
Begins to express a desire for individuality.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>3 emerging to 4. Seeks to do things for self</li> </ul>
Says "no" and uses frequent tantrums to express the desire to be independent.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> </ul>

Shows genuine concern for another's distress.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Projects empathetic behavior of their own needs on another.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others  3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants
Continually needs to stay away from danger.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Shows concerns about broken toys or damaged goods that do not conform to an expected standard.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<b>Self-Control</b>	
<b>38:. Children regulate their feelings and impulses.</b>	
<b>Begin to recognize and respond to the emotional cues of others.</b>	
Seeks caregiver's support and attention when feeling strong emotions.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Begins to control impulses (says "no" when reaching for forbidden object; restrains self from stepping on a book on the floor).	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification  1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults

Engages in some regular behaviors (sings or babbles self to sleep, goes to high chair to be fed).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1a. Manages feelings                   <ul style="list-style-type: none"> <li>4. Comforts self by seeking out special object or person</li> </ul> </li> </ul> </li> <li>12. Remembers and connects experiences               <ul style="list-style-type: none"> <li>12b. Makes connections                   <ul style="list-style-type: none"> <li>4. Remembers the sequence of personal routines and experiences with teacher support</li> </ul> </li> </ul> </li> </ul>
Participates in routine interactions (quiets body when picked up; cooperates in dressing).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1a. Manages feelings                   <ul style="list-style-type: none"> <li>4. Comforts self by seeking out special object or person</li> </ul> </li> </ul> </li> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately                   <ul style="list-style-type: none"> <li>2. Indicates needs and wants; participates as adult attends to needs</li> </ul> </li> </ul> </li> </ul>
Follows some consistently set rules and routines.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1b. Follows limits and expectations                   <ul style="list-style-type: none"> <li>4. Accepts redirection from adults</li> </ul> </li> </ul> </li> </ul>
Smiles, waves, or laughs in response to positive adult interaction.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2a. Forms relationships with adults                   <ul style="list-style-type: none"> <li>4. Uses trusted adult as a secure base from which to explore the world</li> </ul> </li> </ul> </li> </ul>
Shakes head or gestures to indicate wants and needs	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately                   <ul style="list-style-type: none"> <li>4. Seeks to do things for self</li> </ul> </li> </ul> </li> </ul>

<b>16 to 38 Months</b>	
<b>Social Development</b>	
<b>Interaction with Adults</b>	
<b>27: Children trust, interact with, and seek assistance from adults.</b>	
<b>Develop a growing sense of autonomy from familiar adults.</b>	
Calls to caregiver from across the room to make sure he/she is paying attention.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Feels comfortable when playing away from primary caregiver, but cries out or seeks familiar adult when they fall down.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Talks about transitions (e.g., “Mama goes to work.” “It’s time for snack time, right?”).	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Shows skillful ways to keep parent/caregiver with them (gestures for one more hug when parent is leaving for work, or asks parent to help with one more task).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Tests own abilities and the boundaries with familiar adults. Resists transitions or finds ways to change transitions (bring grandma’s favorite book to her to see if she will read it again after she says, “We are all done reading, and it is time for a nap.”).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Imitates adult activities (pretends to cook or read next to an adult who is reading).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Initiates interactions and plays with adults.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations

Responds appropriately to adults' verbal greetings.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
Seeks adult assistance with challenges.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Will play longer independently with toys or outside.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
May insist on dressing, eating or fixing a toy without help; even if the child struggles.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Checks periodically with caregiver for help or reassurance when playing by self or with peers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Knows some rules and limits, but will test them.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Starts activity after a caregiver makes suggestions (uses adult's suggestions to find missing pieces to a toy, or items needed for an art activity).	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Begins to follow and tell basic safety guidelines and requirements (hot – don't touch).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders

Interactions with Peers	
<b>28:. Children develop friendships with peers</b>	
<b>Engage in play with peers.</b>	
Plays side-by-side with another child.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Observes and imitates another child’s behavior or activity.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Initiates social interaction with peers (brings toys to child, moves close to child, or takes a child’s toy).	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Shows enthusiasm about the company of other children.	2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure when seeing a friend
Spontaneously shows preference for familiar playmates.	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates
Responds verbally when interacting with peers (talking or signing).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Will ask about other children (e.g., “Where’s Rafael?”).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Begins to understand how to take turns during play with peers, with considerable assistance.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 3 emerging to 4. Takes turns
Gives up and keeps objects during playful interactions with peers, with assistance.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors

Mimics other children's behaviors or movements.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Engages in brief social games (rolling the ball, Ring Around the Rosy).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
<b>29:. Children demonstrate positive negotiation skills.</b>	
<b>Engage in a series of actions with caregiver and peers to solve problems or communicate ideas.</b>	
Brings toys or objects to others as a gesture of play.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Spontaneously gives hugs to others.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Follows a brief social game (rolling the ball, chasing, Ring Around the Rosie).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
May push, hit, or bite when another child takes a toy.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults
Uses adult help to take turns, including giving up and keeping toys and other objects.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns



<p>Follows simple directions and will sometimes test limits.</p>	<p>1. Regulates own emotions and behaviors                      1b. Follows limits and expectations                      5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>8. Listens to and understands increasingly complex language                      8b. Follows directions                      3 emerging to 4. Follows simple requests not accompanied by gestures</p>
<p>Asserts ownership by saying “mine.”</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      4. Seeks to do things for self</p> <p>29. Demonstrates knowledge about self</p>
<p>Communicates with other children to settle arguments, with assistance.</p>	<p>3. Participates cooperatively and constructively in group situations                      3b. Solves social problems                      5 emerging to 6. Suggests solutions to social problems</p>
<p>Indicates preferences and intentions by communicating yes/no questions (e.g., “Are you done with that?” “Are you still using it?” “Can Javier use it now?” “Do you want to keep it?”).</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      4. Seeks to do things for self</p> <p>3. Participates cooperatively and constructively in group situations                      3a. Balances needs and rights of self and others                      4. Takes turns</p>
<p><b>Pragmatic Behavior</b></p>	
<p><b>30:. Children demonstrate awareness of behavior and its effects on others.</b></p>	
<p><b>Modify behavior in an effort to solicit others’ actions or responses.</b></p>	
<p>Imitates peers’ behaviors (herding behavior - everyone goes to the block area).</p>	<p>11. Demonstrates positive approaches to learning                      11c. Solves problems                      4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>

Experiments with the effects of own actions on objects and people.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Demonstrates understanding that playing with certain objects will get adult's attention. Experiences consequences of a specific behavior but may not understand why the behavior warrants the consequence (e.g., "Why can't I bang on the pot?").	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Recognizes that certain behaviors will elicit positive or negative responses from adults.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Anticipates the impact of their actions (will squint their eyes, or look to caregiver before they drop an object).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Can discriminate actions according to age, gender, and circumstances.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Will take others' hand or ask others to come play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Will tell others "no" or "yes" to simple questions.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self  8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

Begins to understand the concept of taking turns in a game.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 3 emerging to 4. Takes turns
Begins to anticipate the impact of their actions, by the end of the period.	12. Remembers and connects experiences 12a. Recognizes and recalls 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
<b>31: Children participate positively in group activities.</b>	
<b>Begin to understand and act upon social concepts and how they work in a social environment.</b>	
May spontaneously laugh and squeal in response to other children.	2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure when seeing a friend  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Engages briefly with peers in structured play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Uses names of other children.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Able to wait to take turns, with assistance.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 3 emerging to 4. Takes turns
Able to share some objects, people, and space with peers; with adult assistance.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

Shows increasing enthusiasm about the company of others.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2d. Makes friends <ul style="list-style-type: none"> <li>2. Seeks a preferred playmate; shows pleasure when seeing a friend</li> </ul> </li> <li>3. Participates cooperatively and constructively in group situations</li> <li>3a. Balances needs and rights of self and others <ul style="list-style-type: none"> <li>2. Responds appropriately to others' expressions of wants</li> </ul> </li> </ul>
Participates in loosely structured group games (chase, dramatic play).	<ul style="list-style-type: none"> <li>3. Participates cooperatively and constructively in group situations</li> <li>3a. Balances needs and rights of self and others <ul style="list-style-type: none"> <li>6. Initiates the sharing of materials in the classroom and outdoors</li> </ul> </li> </ul>
Follows family and group routines (meal time behavior).	<ul style="list-style-type: none"> <li>12. Remembers and connects experiences</li> <li>12b. Makes connections <ul style="list-style-type: none"> <li>4. Remembers the sequence of personal routines and experiences with teacher support</li> </ul> </li> </ul>
Mindful of own space and toys.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>4. Seeks to do things for self</li> </ul> </li> <li>3. Participates cooperatively and constructively in group situations</li> <li>3a. Balances needs and rights of self and others <ul style="list-style-type: none"> <li>2. Responds appropriately to others' expressions of wants</li> </ul> </li> </ul>
<b>32:. Children demonstrate sympathy and empathy.</b>	
<b>Choose which emotions to show. Verbalize emotions and feelings.</b>	
Demonstrates awareness of feelings during pretend play (soothes a crying doll).	<ul style="list-style-type: none"> <li>14. Uses symbols and images to represent something not present</li> <li>14b. Engages in sociodramatic play <ul style="list-style-type: none"> <li>4. Acts out familiar or imaginary scenarios; may use props to stand for something else</li> </ul> </li> </ul>
Comforts peers when they are hurt or upset, with adult assistance.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2b. Responds to emotional cues <ul style="list-style-type: none"> <li>4. Demonstrates concern about the feelings of others</li> </ul> </li> </ul>

Names emotions of self and others (happy, sad).	<p>9. Uses language to express thoughts and needs  9a. Uses an expanding expressive vocabulary      4. Names familiar people, animals, and objects</p> <p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p>
Realizes and expresses how another child might feel (e.g., “Tanya is crying, I think she is sad.”).	<p>2. Establishes and sustains positive relationships  2b. Responds to emotional cues      6. Identifies basic emotional reactions of others and their causes accurately</p>
Acts kindly and gently with safe, child-friendly animals.	<p>2. Establishes and sustains positive relationships  2b. Responds to emotional cues      4. Demonstrates concern about the feelings of others</p>
Increasingly shares with others, helps others, and “cares” for baby siblings.	<p>3. Participates cooperatively and constructively in group situations  3a. Balances needs and rights of self and others      5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors</p>
Becomes concerned about objects related to social behavior (broken toys, missing buttons, or puzzle piece).	<p>3. Participates cooperatively and constructively in group situations  3a. Balances needs and rights of self and others      6. Initiates the sharing of materials in the classroom and outdoors</p>
Will initiate interactions with others.	<p>2. Establishes and sustains positive relationships  2c. Interacts with peers      6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>10. Uses appropriate conversational and other communication skills  10a. Engages in conversations      4. Initiates and attends to brief conversations</p>

Begins to understand that others may have some feelings, by the end of the period.	<p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others 1 emerging to 2. Responds appropriately to others' expressions of wants</p>
<b>33:. Children develop a sense of humor.</b>	
<b>Increase ability to use language and body to initiate social humor. Have increased awareness of incongruity</b>	
Laughs at incongruities; visual and spoken (pants on head, cow says, "quack").	<p>11. Demonstrates positive approaches to learning</p> <p>11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p>
More secure with concept knowledge allowing flexibility for humor.	<p>11. Demonstrates positive approaches to learning</p> <p>11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p>
Exhibits social referencing, joint attention, and reciprocation with adults and peers (plays chase).	<p>2. Establishes and sustains positive relationships</p> <p>2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
Exhibit physical humor (falls down and laughs).	<p>11. Demonstrates positive approaches to learning</p> <p>11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p>
Begins word play – repeats sounds.	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
Begins to initiate humorous situations.	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations 3 emerging to 4. Initiates and attends to brief conversations</p>

Makes animal sounds.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
Mimics adults as they laugh, with or without knowing the reason for the laughter.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
<b>Appreciating Diversity</b>	
<b>34:. Children adapt to diverse settings.</b>	
<b>Initially show concern when new people and new experiences are presented without time for adapting to the new idea. Begin to adapt to new settings and people with some assistance by the end of the period.</b>	
Begins to separate from primary caregiver in familiar settings outside the home environment (not always easily).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults
Explores and plays in a range of familiar settings.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Displays ease and comfort in a variety of places with familiar adults (home, store, car, playground).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Asks questions or acts in other uncertain ways in unfamiliar settings and environments.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
May resist leaving a familiar setting.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world

<b>35:. Children recognize, appreciate, and respect similarities and differences in people.</b>	
<b>Become aware of similarities and differences between themselves and others.</b>	
Becomes aware of differences in gender and other basic similarities and differences between self and others, with adult guidance.	30. Shows basic understanding of people and how they live
May verbalize general differences in gender, clothing, skin color, or hair color.	30. Shows basic understanding of people and how they live
Demonstrates awareness of personal preferences (mommy likes the red car, I like the fire truck).	29. Demonstrates knowledge about self
May be shy or reserved with new people or animals.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world
<b>Emotional Development</b>	
<b>Self-Concept</b>	
<b>36:. Children perceive themselves as unique individuals.</b>	
<b>Increase awareness of their personal characteristics and preferences.</b>	
Tests limits and strives for independence.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Becomes upset when separated from primary caregiver, and may cling upon reunion.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults



Recognizes and calls attention to self when looking in the mirror or at photographs.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs  29. Demonstrates knowledge about self
Identifies self and uses own name when asked (e.g., “I am a boy. “My name is Rueben.”).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects  29. Demonstrates knowledge about self
Identifies objects as belonging to him or her (e.g., “Mine!”).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 1 emerging to 2. Responds appropriately to others’ expressions of wants
Shows awareness of being seen by others (exaggerates or repeats behavior when child notices someone is watching).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Occupies self appropriately for brief periods of time (10 to 15 minutes).	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Attempts to complete basic daily living tasks (eating, getting dressed).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
Can make choices when given two to three options.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

Indicates preferences by answering yes/no questions.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> <li>8. Listens to and understands increasingly complex language</li> <li>8a. Comprehends language</li> <li>5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</li> </ul>
<b>Self Efficacy</b>	
<b>37:. Children demonstrate belief in their abilities.</b>	
<b>View self as capable of starting and completing a simple task</b>	
May show a few signs of feelings associated with actions.	29. Demonstrates knowledge about self
Recognizes own accomplishments.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>6. Demonstrates confidence in meeting own needs</li> </ul>
Shows completed projects (drawing, pile of blocks) to caregiver.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2a. Forms relationships with adults</li> <li>4. Uses trusted adult as a secure base from which to explore the world</li> </ul>
Acts as if they are capable of doing new tasks and activities (copies use of adult tools, tries to sweep the floor with an adult-sized broom, wants real tools).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>5 emerging to 6. Demonstrates confidence in meeting own needs</li> </ul>
Seeks help after trying something new or challenging.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>5 emerging to 6. Demonstrates confidence in meeting own needs</li> </ul>
Occasionally demonstrates rudimentary self-control when they stop themselves from doing something, but is still unreliable.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations</li> <li>5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul>
Begins to follow internalized rules part of the time (puts self in timeout).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations</li> <li>5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul>

Uses social referencing (checks out emotional responses of others) to regulate behavior.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Often pretends to discipline doll during play, showing understanding of rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders  14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Still has difficulty transferring rules across time and setting.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Still relies on caregiver to follow rules and to contain impulses some of the time, and may act out if no one else is in the room.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Shows several signs of feelings associated with actions, by the end of the period.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately
Begins to understand that sharing is important.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
Remains likely to take another child's toy and possessions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders

<p>Realizes others' needs may be different from their own.</p>	<p>2. Establishes and sustains positive relationships                  2b. Responds to emotional cues                      7 emerging to 8. Recognizes that others' feelings about a situation might be different from his or her own</p> <p>30. Shows basic understanding of people and how they live</p>
<p>Are aware when they have done something wrong, and anticipates the feelings of others and possible consequences.</p>	<p>1. Regulates own emotions and behaviors                  1b. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>2. Establishes and sustains positive relationships                  2b. Responds to emotional cues                      5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately</p>
<p>Are aware of differences between moral and social-conventional violations and respond by telling other children about the effects of their behavior.</p>	<p>1. Regulates own emotions and behaviors                  1b. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p><b>Self-Control</b></p>	
<p><b>38:. Children regulate their feelings and impulses.</b></p>	
<p><b>Learn to accept limits and boundaries, with adult support.</b></p>	
<p>Matches emotions to environment and situations.</p>	<p>12. Remembers and connects experiences                  12b. Makes connections                      6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>Tests limits and strives for independence.</p>	<p>1. Regulates own emotions and behaviors                  1c. Takes care of own needs appropriately                      4. Seeks to do things for self</p>
<p>Anticipates and manages emotions associated with them (helps to pickup and put away blocks at cleanup time).</p>	<p>12. Remembers and connects experiences                  12b. Makes connections                      4. Remembers the sequence of personal routines and experiences with teacher support</p>

Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Learns about and begins to name own feelings. Realizes that it is okay to feel silly, sad, angry, and all other emotions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects  29. Demonstrates knowledge about self
Seeks caregiver's support when needing help.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world  11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Shows anxiety over separation from teacher, but calms down once teacher has left.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults
Plays near and is interested in other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Will offer or take toys from other children.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants
Begins to understand the concept of property ("yours, "his," "mine").	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 1 emerging to 2. Responds appropriately to others' expressions of wants
Will carry out simple one- or two-step directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences

May become easily frustrated with challenging tasks (cries when a toy won't do what they want, or they can't get their socks off).	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
<b>36 to 60 Months</b>	
<b>Social Development</b>	
<b>Interaction with Adults</b>	
<b>27: Children trust, interact with, and seek assistance from adults.</b>	
<b>Show confidence in seeking assistance from familiar adults.</b>	
In familiar settings, separates, with assistance from significant adults, without undue anxiety (younger child may need extra help).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Expresses affection for significant adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Approaches adults for assistance and offers to assist adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Carries out actions to please adults, at times.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Tells feelings about adults (e.g., "I love Grandpa!").	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Plays independently, but seeks comfort from familiar adults when distressed.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world

Asks questions of adults, as needed, to obtain information.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2a. Forms relationships with adults               <ul style="list-style-type: none"> <li>6. Manages separations without distress and engages with trusted adults</li> </ul> </li> <li>11. Demonstrates positive approaches to learning</li> <li>11c. Solves problems               <ul style="list-style-type: none"> <li>4. Observes and imitates how other people solve problems; asks for a solution and uses it</li> </ul> </li> </ul>
Follows caregiver's guidance for appropriate behavior in different environments.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations               <ul style="list-style-type: none"> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul> </li> </ul>
Identifies known safety roles and distinguishes between trusted and unknown adults (police officers, fire fighters).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations               <ul style="list-style-type: none"> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul> </li> </ul>
Brings simple problem situations to adult's attention.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations               <ul style="list-style-type: none"> <li>8. Applies rules in new but similar situations</li> </ul> </li> </ul>
Works independently and asks for help only when necessary.	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11a. Attends and engages               <ul style="list-style-type: none"> <li>6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> </ul> </li> </ul>
Works cooperatively with an adult to plan and organize activities and solve problems.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2a. Forms relationships with adults               <ul style="list-style-type: none"> <li>6. Manages separations without distress and engages with trusted adults</li> </ul> </li> <li>11. Demonstrates positive approaches to learning</li> <li>11c. Solves problems               <ul style="list-style-type: none"> <li>4. Observes and imitates how other people solve problems; asks for a solution and uses it</li> </ul> </li> </ul>

Interactions with Peers	
<b>28:. Children develop friendships with peers</b>	
<b>Engage in mutual social play that involves cooperation and shared purpose.</b>	
Plays beside and interacts with peers.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children  2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates
Sometimes share toys with other children as they play.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
Shows enjoyment in playing with other children.	2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure when seeing a friend
Engages with other children in play involving a common idea (dramatic play, block building).	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children  3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Begins to show preference for particular playmate.	2. Establishes and sustains positive relationships 2d. Makes friends 3 emerging to 4. Plays with one or two preferred playmates
Tries a variety of strategies to engage a peer.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups



Separates willingly from adults to play with friends.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Has at least one other friend.	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates
Initiates conversations with other children; asks questions and responds.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Makes decisions with other children, with adult prompts as needed (making rules).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Can wait briefly for a turn when playing with other children.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
Leads or participates in planning cooperative play with others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

Uses play as a vehicle to build relationships and develops an appreciation for their own ability and accomplishments.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ul style="list-style-type: none"> <li>1c. Takes care of own needs appropriately</li> <li>6. Demonstrates confidence in meeting own needs</li> </ul> </li> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2c. Interacts with peers                   <ul style="list-style-type: none"> <li>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</li> </ul> </li> </ul> </li> </ul>
<b>29:. Children demonstrate positive negotiation skills.</b>	
<b>Solve problems and communicate ideas with a peer, with adult supervision.</b>	
Understands the concept of “mine” and “his/hers.”	<ul style="list-style-type: none"> <li>3. Participates cooperatively and constructively in group situations               <ul style="list-style-type: none"> <li>3a. Balances needs and rights of self and others                   <ul style="list-style-type: none"> <li>2. Responds appropriately to others’ expressions of wants</li> </ul> </li> </ul> </li> </ul>
Approaches other children positively.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships               <ul style="list-style-type: none"> <li>2c. Interacts with peers                   <ul style="list-style-type: none"> <li>4. Uses successful strategies for entering groups</li> </ul> </li> </ul> </li> </ul>
Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult).	<ul style="list-style-type: none"> <li>3. Participates cooperatively and constructively in group situations               <ul style="list-style-type: none"> <li>3b. Solves social problems                   <ul style="list-style-type: none"> <li>4. Seeks adult help to resolve social problems</li> </ul> </li> </ul> </li> <li>11. Demonstrates positive approaches to learning               <ul style="list-style-type: none"> <li>11c. Solves problems                   <ul style="list-style-type: none"> <li>6. Solves problems without having to try every possibility</li> </ul> </li> </ul> </li> </ul>
Uses different turn-taking strategies (bartering, trading, and beginning to share).	<ul style="list-style-type: none"> <li>3. Participates cooperatively and constructively in group situations               <ul style="list-style-type: none"> <li>3a. Balances needs and rights of self and others                   <ul style="list-style-type: none"> <li>4. Takes turns</li> </ul> </li> </ul> </li> </ul>
Without using physical aggression, negotiates with other children to solve a problem, with some adult assistance.	<ul style="list-style-type: none"> <li>3. Participates cooperatively and constructively in group situations               <ul style="list-style-type: none"> <li>3b. Solves social problems                   <ul style="list-style-type: none"> <li>6. Suggests solutions to social problems</li> </ul> </li> </ul> </li> </ul>

States a position with reasons (I do not want to play right now because I am tired.).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> <li>3. Participates cooperatively and constructively in group situations</li> <li>3b. Solves social problems</li> <li>4. Seeks adult help to resolve social problems</li> </ul>
Seeks out adult when needing help to solve a conflict	<ul style="list-style-type: none"> <li>3. Participates cooperatively and constructively in group situations</li> <li>3b. Solves social problems</li> <li>4. Seeks adult help to resolve social problems</li> </ul>
Considers the need or interest of another child and accepts or suggests mutually acceptable solutions.	<ul style="list-style-type: none"> <li>3. Participates cooperatively and constructively in group situations</li> <li>3a. Balances needs and rights of self and others</li> <li>2. Responds appropriately to others' expressions of wants</li> </ul>
<b>Pragmatic Behavior</b>	
<b>30: Children demonstrate awareness of behavior and its effects on others.</b>	
<b>Anticipate the impact of behaviors on others.</b>	
Asks "why" questions to understand effects of behavior ("If I do this, why does that happen?").	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11d. Shows curiosity and motivation</li> <li>4. Explores and investigates ways to make something happen</li> </ul>
Asks "what" questions to understand effects of behavior ("What will happen if I do this?").	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11d. Shows curiosity and motivation</li> <li>4. Explores and investigates ways to make something happen</li> </ul>
Demonstrates understanding of the consequences of own actions on others ("If I share my toy, they will be happy.").	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations</li> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul>
Recognizes other children's kind behaviors.	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2d. Makes friends</li> <li>2. Seeks a preferred playmate; shows pleasure when seeing a friend</li> </ul>

Shows sympathy and/or empathy for physically hurt or emotionally upset child.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Understands the need to wait for a short period of time for a fun game or activity.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification  3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
Understands the reasons for rules and routines within the group and accepts them. Begins to accept the consequences of behavior.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Logically connects actions and reactions.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
<b>31: Children participate positively in group activities.</b>	
<b>Participate in a group activity in a cooperative manner and sustain play toward a common goal with other children.</b>	
Notices and comments on who is absent from routine group settings (play groups).	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Identifies self as a member of a group (refers to our family, our school, our team, our tribe).	29. Demonstrates knowledge about self  30. Shows basic understanding of people and how they live
Uses play to explore, practice, and understand social roles.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

Joins a group of other children playing, with adult prompts, as needed.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Understands and complies with group rules.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
<b>32:. Children demonstrate sympathy and empathy.</b>	
<b>Recognize and respond to another's emotions and situation.</b>	
Notices and shows concern for peers' feelings.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Continues to observe others' reactions.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants
Adopts a variety of roles and feelings during pretend play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Communicates appropriate feelings for characters in stories.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Considers what is alive, not alive, and dead.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Keenly aware of what is unfair to themselves.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Labels own emotions and, increasingly, the emotions of others.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

<b>33:. Children develop a sense of humor.</b>	
<b>Use novel language, sounds, and meanings to initiate interaction with adults and peers. Use physical humor for social purposes.</b>	
Likes simple verbal jokes/riddles, although may not be able to replicate format (Knock-Knock); pre-riddle stage.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Participates in group glee.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Mimics impersonation.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Uses slapstick, physical humor.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Laughs for the delight of laughing.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Uses body function humor.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Makes rude noises.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Makes up sounds and rhymes without meaning.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Combines nonsense and real words.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks

Uses distortions of familiar attributes/concepts (man's head/dog's body, changes in size, shape).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Laughs at gender reversals and incongruous actions (a cow on skates).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
<b>Appreciating Diversity</b>	
<b>34:. Children adapt to diverse settings.</b>	
<b>Adjust/transition to new settings and people, with and without adult assistance.</b>	
Explores objects and materials and interacts with others in a variety of new settings.	30. Shows basic understanding of people and how they live
Adjusts behavior in different settings (home, playground).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Adjusts to transitions from one activity/setting to the next during the day.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>35:. Children recognize, appreciate, and respect similarities and differences in people.</b>	
<b>Are curious about why they are different or similar to others.</b>	
Compares similarities or differences of others (height, hair color) in his/her circle of contact.	30. Shows basic understanding of people and how they live
Develops awareness, knowledge, and appreciation of own gender and cultural identity.	29. Demonstrates knowledge about self
Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs; with guidance.	30. Shows basic understanding of people and how they live

Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics.	30. Shows basic understanding of people and how they live
Demonstrates an understanding of inclusion or fairness through words and actions.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
<b>Emotional Development</b>	
<b>Self-Concept</b>	
<b>36:. Children perceive themselves as unique individuals.</b>	
<b>Use strategies to differentiate themselves from others, and to get their needs met.</b>	
Demonstrates awareness of their abilities, characteristics, and preferences.	29. Demonstrates knowledge about self
Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in the third person.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences  29. Demonstrates knowledge about self
Chooses individual activities (doing puzzles, painting).	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Expresses self in different roles during pretend play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Can express feelings about separating from primary caregiver.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items



Compares self with others.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Describes self as a person with a mind, a body, and feelings.	29. Demonstrates knowledge about self
Describes family members and begins to understand their relationship to one another.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 29. Demonstrates knowledge about self
Exerts will and preferences.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self 29. Demonstrates knowledge about self
<b>Self Efficacy</b>	
<b>37:. Children demonstrate belief in their abilities.</b>	
<b>Develop sense of competence.</b>	
Expresses delight with mastery of a skill (e.g., “I did it myself!”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Asks others to view own creations (e.g., “Look at my picture!”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Demonstrates confidence in own abilities (e.g., “I can climb to the top of the big slide!” A child in leg braces has a big smile on their face when using a walker by themselves.).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Expresses own ideas and opinions.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

Enjoys the process of creating.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Demonstrates pride and pleasure when someone reacts to the child's action or creation.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
May argue with caregiver about what they are supposed to do.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Will use private or inner speech to help remember rules and standards for behavior.	12. Remembers and connects experiences 12a. Recognizes and recalls 8. Uses a few deliberate strategies to remember information
Shows less negativism and complies most of the time.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Are more likely to experience guilt when they hit other children, break toys, or make a parent sad.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Shows some self-criticism, shame, and guilt if they do not succeed or make a mistake.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Are more consistent in sharing and view it as an obligation.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

<b>Self-Control</b>	
<b>38:. Children regulate their feelings and impulses.</b>	
<b>Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance.</b>	
Expresses strong emotions constructively, at times and with assistance.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
Expresses ownership of feelings and desires to control self, with assistance.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Calms self after having strong emotions, with guidance (goes to quiet area or requests favorite book to be read when upset).	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Sometimes waits for turn and shows patience during group activities.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 3 emerging to 4. Takes turns
Sticks with difficult tasks without becoming overly frustrated.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Participates easily in routine activities (meal time, snack time, bedtime).	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Follows simple rules without reminders (handles toys with care).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Demonstrates increasing ability to use materials purposefully, safely, and respectfully.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

Adapts to changes in daily schedule.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Predicts what comes next in the day, when there is an established and consistent schedule.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Names and talks about own emotions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Uses pretend play to understand and respond to emotions.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
Associates emotions with words, and facial and body expressions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  30. Shows basic understanding of people and how they live
<b>60 Months through Kindergarten</b>	
<b>Social Development</b>	
<b>Interaction with Adults</b>	
<b>27: Children trust, interact with, and seek assistance from adults.</b>	
<b>Use strategies to interact with familiar adults in a variety of situations.</b>	
Shows confidence and positive feelings about relationships with significant adults in addition to primary caregivers (teachers, next door neighbors, custodian, bus driver).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests

Plays independently, but seeks comfort from adults when distressed.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Uses words to express needs and negotiates with adults.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Seeks adult assistance to resolve conflict or safety concerns.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Asks questions and checks with an adult before deviating from rules and routines.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Confides in at least one adult.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Demonstrates knowledge of culturally-specific communication styles and their appropriate use	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
<b>Interactions with Peers</b>	
<b>28: Children develop friendships with peers</b>	
<b>Engage in cooperative interaction with peers.</b>	
Gives social support to others (offers to help a peer who cannot find his/her toy).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Have friends in different settings (neighborhood, school, extended family).	2. Establishes and sustains positive relationships 2d. Makes friends 8. Maintains friendships for several months or more

Maintains ongoing friendship with at least one peer.	2. Establishes and sustains positive relationships 2d. Makes friends 8. Maintains friendships for several months or more
Carries on conversations with peers.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Completes simple projects with other children.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Sets goals with other children for play and projects.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
<b>29:. Children demonstrate positive negotiation skills.</b>	
<b>Communicate with peers to solve conflicts, negotiate solutions, and share ideas.</b>	
Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights, and the other child's needs; with assistance (e.g., "I'll use the paste for these two pieces of paper, and then give it to you.").	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
Acknowledges that play includes issues of fairness, rules, intentions, or motives.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Verbally asserts needs when disagreeing with friends, without aggression.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time  3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise

Offers solutions and is open to suggestions when solving problems with others (e.g., “You can have it now, if I can have it later.”).	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
<b>Pragmatic Behavior</b>	
<b>30:. Children demonstrate awareness of behavior and its effects on others.</b>	
<b>Are increasingly aware that certain behaviors bring positive response and others do not.</b>	
Describes how own actions make others feel and behave.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Cooperates with peers to complete a project or games, with little conflict.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Engages in empathetic, caring behavior so others respond positively.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Explains his/her response to others’ actions and feelings (e.g., “I gave her a hug, because she was sad.”).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others’ feelings about a situation might be different from his or her own
Engages in and can maintain conversations.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)
Differentiates interactions with family members, acquaintances, and friends depending on the settings and circumstances.	30. Shows basic understanding of people and how they live

<b>31: Children participate positively in group activities.</b>	
<b>Sustain group participation and work toward a common goal.</b>	
Follows simple rules of participation in group activities.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Participates cooperatively in large and small group activities (sometimes a leader and sometimes a follower).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Participates in classroom and group routines (join other children feeding the fish or building a structure).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Willing to join in the middle of an on-going group activity with friends.	2. Establishes and sustains positive relationships 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children
Invents and sets up activities that include more than one child.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Sometimes part of the audience; sometimes active participants in group events	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
<b>32: Children demonstrate sympathy and empathy.</b>	
<b>Can adjust their plans in consideration of others.</b>	
Communicates others' feelings.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own
Comforts family members or friends who are not feeling well or are upset.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately



Expresses excitement about special events and accomplishments of others within cultural context and expectations.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Volunteers to assist and comforts peer by using words and actions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately  3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Adjusts plans in consideration of others' wants and needs, at times.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 7 emerging to 8. Recognizes that others' feelings about a situation might be different from his or her own
Treats the earth and living things with respect.	27. Demonstrates knowledge of Earth's environment
Has a growing sense of what is fair and unfair for self and others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
<b>33:. Children develop a sense of humor.</b>	
<b>Use humor to consolidate understanding of concepts and language use. Use increased abstract thinking and humor as a social skill.</b>	
Uses more word play, rhymes, magic tricks, and jokes.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Begins to tell riddles and jokes with a format (Knock-Knock); riddle stage.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 3 emerging to 4. Uses creativity and imagination during play and routine tasks
Participates in social interaction with humorous situations (silly pretend play).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks

Uses deliberate, humorously provocative actions.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Uses physical humor (jumping, silly walks).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Uses humor for leadership and group acceptance.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Likes gag jokes and toys (plastic poop or vomit).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Likes stories with funny characters, expressions, outcomes.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
May use humor to initiate interaction with a trusted adult.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults  11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Uses humor with peers to initiate or extend social interactions.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children  11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks

<b>Appreciating Diversity</b>	
<b>34:. Children adapt to diverse settings.</b>	
<b>Begin to anticipate what to expect in new settings.</b>	
Expresses anticipation of special events in different settings.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Accommodates a variety of settings throughout the day.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Anticipates diverse settings and what will be needed in them, with assistance (e.g., “We’re going to the park, so I’ll bring a ball.” “We’re going to the lake, so I’ll need my swim suit.”).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>35:. Children recognize, appreciate, and respect similarities and differences in people.</b>	
<b>Recognize and are curious about differences and similarities in people.</b>	
Shows concern about personal fairness within a peer group (e.g., “Everyone else gets a turn. That’s not fair.”).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Recognizes others’ abilities in certain areas (e.g., “Jamie sings really well. Marie is a fast runner.”).	30. Shows basic understanding of people and how they live
Names and accepts differences and similarities in preferences (food preferences or favorite play activities).	30. Shows basic understanding of people and how they live
Notices that other children might use different words for the same object (mother is said differently in different languages).	30. Shows basic understanding of people and how they live

Begins to examine a situation from others' perspective.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own  30. Shows basic understanding of people and how they live
Defends their right and others' rights to fair treatment.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
<b>Emotional Development</b>	
<b>Self-Concept</b>	
<b>36:. Children perceive themselves as unique individuals.</b>	
<b>Begin to recognize their personal characteristics, preferences, and abilities.</b>	
Takes pride in their responsibilities and follows through on them (help with chores).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Begins to show self-direction in actions.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Differentiates preferences for self and others (e.g., "I like to play with blocks." "She likes to play with trucks.").	30. Shows basic understanding of people and how they live
Verbalizes their individual abilities.	29. Demonstrates knowledge about self
Identifies roles within family, school, and community.	30. Shows basic understanding of people and how they live
Asks for help, as needed.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

<b>Self Efficacy</b>	
<b>37:. Children demonstrate belief in their abilities.</b>	
<b>Believe self capable of influencing the surrounding world.</b>	
Takes on new tasks and improves skills with practice (wheeling self in wheelchair).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Initiates actions or activities with peers.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Views self as capable of starting and completing a task.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Expresses delight over a successful project and wants others to like it too.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Persists with tasks until finished.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
Participates in community service projects.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
<b>Self-Control</b>	
<b>38:. Children regulate their feelings and impulses.</b>	
<b>Manage and express feelings appropriately, most of the time.</b>	
Expresses self in safe and appropriate ways (expresses anger or sadness without fights).	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time

Shows ability to control destructive impulses, with guidance.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
Seeks peaceful resolution to conflict.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise
Stops and listens to instructions before jumping into activity, with guidance.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification  1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Participates in own care routines when there is a special health care need.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Follows rules in different settings (lowers voice when entering library).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Applies rules in new but similar situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Explains simple family or classroom rules to others.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Expresses feelings through play.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract
Shares own excitement with peers, caregivers, and adults.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

Acknowledges sadness about loss (changes in caregiver, divorce, or death).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Does not inhibit emotional expression (cries when feeling sad).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Names some types/levels of emotion (frustrated, angry).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>General Knowledge</b>	
<b>Birth through 8 Months</b>	
<b>Mathematics and Numeracy</b>	
<b>Number Sense and Operations</b>	
<b>39:. Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</b>	
<b>Begin to develop awareness of quantity.</b>	
Begins to show awareness of differences between people and objects.	30. Shows basic understanding of people and how they live
Begins to show awareness of small quantity differences; looking at or reaching for two or more people or objects.	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more
Begins to respond to the spoken concept, “more” in reference to food or play.	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more

Shows cues of hunger and fullness.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Uses gestures to request “more.”	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Responds by focusing on an object pointed to by someone.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
<b>Measurement</b>	
<b>40:. Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length,</b>	
<b>Show awareness of spatial relationships.</b>	
Begins to show awareness of own body space.	29. Demonstrates knowledge about self
Holds, handles, and plays with toys and objects (different sizes and shapes).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>Properties of Ordering</b>	
<b>41:. Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.</b>	
<b>Develop awareness of sounds, sights, or motor activities that occur regularly in daily routines.</b>	
Develops awareness of familiar sequences of events in daily routines.	23. Demonstrates knowledge of patterns 1 emerging to 2. Shows interest in simple patterns in everyday life



Begins to develop expectations for familiar sequences of events in daily routines.	23. Demonstrates knowledge of patterns 1 emerging to 2. Shows interest in simple patterns in everyday life
Feel, handle, and explore objects with a variety of textures, shapes, and sizes.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Responds to variations in sounds, smells, tastes, and touch.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>Science</b>	
<b>Scientific Inquiry</b>	
<b>42:. Children observe, describe, and collect information by exploring the world around them.</b>	
<b>Show interest in familiar people, objects, and events in their immediate environment.</b>	
Observes physical relationships using the senses (turns head toward sounds, mouthing, grasping, reaching).	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Shows interest in surroundings by focusing on familiar faces, objects in close proximity (including plants and animals), and events.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Demonstrates/indicates individual needs (hunger, thirst).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
Begins to demonstrate an awareness that people or objects exist after they are no longer present (beginning of object permanence).	12. Remembers and connects experiences 12a. Recognizes and recalls 1 emerging to 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

<b>Scientific Inquiry—Thinking, Asking, Acting, and Solving Problems</b>	
<b>43:. Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</b>	
<b>Sensory awareness.</b>	
Uses senses to begin understanding cause and effect during daily experiences and routines.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Shows surprise when events occur that do not follow expected sequences (shows surprise when a ball rolls into a tube and does not roll out at the opposite end) that may suggest the beginning of object permanence.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
Begins to observe and predict the people, objects, and events in the world around them.	24. Uses scientific inquiry skills
<b>Social Studies</b>	
<b>Social Studies</b>	
<b>44:. Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</b>	
<b>Demonstrate a sense of comfort with the familiar.</b>	
Recognizes and responds to familiar people, places, activities, and events (smiles when dad enters the room).	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Begins to anticipate a familiar setting, group, or routines with trusted primary caregivers.	12. Remembers and connects experiences 12a. Recognizes and recalls 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view  12. Remembers and connects experiences 12b. Makes connections 1 emerging to 2. Looks for familiar persons when they are named; relates objects to events

Responds to a familiar sequence of events in daily routines.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Begins to demonstrate awareness and response to familiar activities (songs, stories, lullaby) from the home culture.	29. Demonstrates knowledge about self
Shows trust in a relationship dependent on wants and needs satisfied by caregivers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Looks to where things are located in the environment.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Begins to recognize that people move in and out of their immediate environment.	12. Remembers and connects experiences 12a. Recognizes and recalls 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Shows preferences for one adult over another.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Responds to others emotions (happy, sad, angry, excited, tense).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
<b>45:. Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).</b>	
<b>Show range of emotions.</b>	
Shows awareness of change and routine with emotional response. May object to changes.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Watches familiar people and responds in relation to their emotions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions

Begins to indicate the need for assistance (crying, vocalizing, gesturing) to adults and caregivers.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs
<b>Creative Arts</b>	
<b>Expression and Representation</b>	
<b>46: Children use creative arts to express and represent what they know, think, believe, or feel.</b>	
<b>Responds to light, color, sound, texture, and motion.</b>	
Gazes at pictures, photographs, and mirror images.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Seeks visual complexity such as light and dark or strong patterns. Visually tracks moving colorful objects or persons.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Enjoys repetition.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Imitates sounds, facial expressions, and gestures of another person.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
Responds to music and dancing in caregiver's arms.	34. Explores musical concepts and expression  35. Explores dance and movement concepts

<b>Understanding and Appreciation</b>	
<b>47: Children demonstrate understanding and appreciation of creative arts.</b>	
<b>Sensory exploration.</b>	
Shows interest in sounds, tones, voices, music, colors, and shapes.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>2. Shows an interest in the speech of others</p> <p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>2. Pays attention to sights and sounds</p> <p>34. Explores musical concepts and expression</p>
Interacts with others through touch and motion.	<p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
Reacts to sensory aspects of light, sound, color, texture, and movement.	<p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
<b>6 to 18 Months</b>	
<b>Mathematics and Numeracy</b>	
<b>Number Sense and Operations</b>	
<b>39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</b>	
<b>Manipulate objects with a variety of attributes and quantities.</b>	
Notices characteristics of objects (size, color, shape, or quantity).	<p>13. Uses classification skills</p> <p>3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>

Shows interest in real-life mathematical concepts (matching objects, lining up objects, enjoying books with numbers and counting).	23. Demonstrates knowledge of patterns 3 emerging to 4. Copies simple repeating patterns
Begins to use symbols, signs, and language to show wanting “more” and “all gone”.	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more
Fills and dumps containers with objects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Searches for objects that are out of sight.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Drops objects; then looks for the object.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
<b>Measurement</b>	
<b>40:. Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length,</b>	
<b>Compare spatial relationships among objects.</b>	
Increases awareness of body space in relation to people and objects.	29. Demonstrates knowledge about self
Groups/arranges a few objects by size (smaller and bigger), with assistance.	22. Compares and measures 2. Makes simple comparisons between two objects
Fills and empties containers with objects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Nests two to three sequential cups or blocks.	22. Compares and measures 2. Makes simple comparisons between two objects

Takes objects apart and attempts to put them together.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
<b>Properties of Ordering</b>	
<b>41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.</b>	
<b>Notice and respond to patterns in daily routines.</b>	
Demonstrates expectations for familiar sequences of events in daily routines.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Groups a few objects by color, shape, or size; with assistance.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Begins to match simple two-dimensional shapes in form board and puzzles.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 1 emerging to 2. Matches two identical shapes
Reaches for utensils when food is placed in front of them.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Understands what clothing is for by putting clothing on like hats, socks, loose pants, and shirts.	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events

<b>Science</b>	
<b>Scientific Inquiry</b>	
<b>42:. Children observe, describe, and collect information by exploring the world around them.</b>	
<b>By observing, begins to describe new or unfamiliar toys, objects, people, and events.</b>	
Demonstrates interest in surroundings by focusing on familiar and unfamiliar faces, objects in different environmental settings (including plants and animals), and events.	24. Uses scientific inquiry skills
Notices and begins to express individual wants and needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs
After repeated exposure to the same toys and objects, begins to explore new ways of using these materials.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Begins to notice and label objects and events in the environment.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects
Enjoys outdoor play.	27. Demonstrates knowledge of Earth's environment
Observes, and may play with and describe water, sand, and mud.	24. Uses scientific inquiry skills
Observes and describes sun and clouds (sun is bright, clouds are white).	27. Demonstrates knowledge of Earth's environment
Begins to integrate the simultaneous use of more than one sense (uses sight, touch, and hearing by examining and shaking a toy).	24. Uses scientific inquiry skills
Uses senses to explore characteristics of certain living things (scent of flower, rough texture of tree bark).	25. Demonstrates knowledge of the characteristics of living things
Shows some understanding of object permanence; looking for people and objects that have disappeared, with assistance.	12. Remembers and connects experiences 12a. Recognizes and recalls 1 emerging to 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen



<b>Scientific Inquiry—Thinking, Asking, Acting, and Solving Problems</b>	
<b>43:. Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</b>	
<b>Explores cause and effect relations through observation, and trial and error.</b>	
Uses senses and initial attempts at trial and error to solve problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
Attempts to repeat cause and effect events.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Observes, describes, and begins to predict the world around them.	24. Uses scientific inquiry skills
Shows surprise when events occur that do not follow expected sequences.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
With increased motor skills, actively pursues an object that disappears in an unusual location (object permanence).	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Begins to problem solve when they use a series of actions, an object, or a caregiver to reach a goal (pulling a string to reach an attached toy).	11. Demonstrates positive approaches to learning 11c. Solves problems 1 emerging to 2. Reacts to a problem; seeks to achieve a specific goal
Imitates a caregiver’s action(s) to solve a problem.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Begins using trial and error to find a solution to a problem.	11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility

<b>Social Studies</b>	
<b>Social Studies</b>	
<b>44:. Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</b>	
<b>Engage and respond to familiar people, places, activities, and events within their family, program, community, and culture.</b>	
Recognizes and responds to familiar people, places, activities, and events (runs to mother for comfort; reaches out for favorite toy).	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Demonstrates awareness of self and body image (enjoys mirror image and movement).	29. Demonstrates knowledge about self
Anticipates, demonstrates, and begins to express enjoyment in response to a familiar setting, group, or routines with trusted primary caregivers.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Demonstrates expectations for familiar sequence of events in daily routines.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Demonstrates awareness and responds to familiar activities (songs and stories) from the home culture.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life  29. Demonstrates knowledge about self
Develops and maintains trusting relationships with primary caregivers and family members.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Begins to engage in cooperative pretend play with peers around familiar activities and routines (cooking, cleaning, yard work).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 1 emerging to 2. Responds appropriately to others' expressions of wants
Increases awareness of where things are located in the environment.	32. Demonstrates simple geographic knowledge
Recognizes that people move in and out of their immediate environment.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view

Begins to explore familiar environments (within home, child care, familiar spaces).	30. Shows basic understanding of people and how they live
Pays attention to adult use of common technological devices and begins to imitate the use of devices (computer, cell phone).	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
May show interest in daily community routines (lawn mowers, road construction, garbage trucks, trains, planes).	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life  30. Shows basic understanding of people and how they live
<b>45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).</b>	
<b>Show awareness of emotions for self and others.</b>	
Indicates the need for assistance (crying, vocalizing, gesturing) to adults and caregivers.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Comforts self by sucking, stroking, or hugging familiar objects (blankets or toys).	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Responds to emotions expressed by others (crying when others cry).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
Follows simple directions or requests made by caregivers.	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice

<p>Looks to caregivers for assistance and guidance, when needed.</p>	<p>2. Establishes and sustains positive relationships                  2a. Forms relationships with adults                      2. Demonstrates a secure attachment to one or more adults</p> <p>8. Listens to and understands increasingly complex language                  8a. Comprehends language                      2. Shows an interest in the speech of others</p>
<p>Begins to become aware of boundaries for people, objects, activities, and settings (must sit in stroller; dog walks on a leash).</p>	<p>1. Regulates own emotions and behaviors                  1b. Follows limits and expectations                      1 emerging to 2. Responds to changes in an adult’s tone of voice and expression</p>
<p>May show interest in self help skills like feeding and dressing themselves.</p>	<p>1. Regulates own emotions and behaviors                  1c. Takes care of own needs appropriately                      4. Seeks to do things for self</p>
<p>May show interest in helping with household and classroom chores like clearing their spot, feeding the dog, sweeping, and cleaning dishes.</p>	<p>1. Regulates own emotions and behaviors                  1c. Takes care of own needs appropriately                      4. Seeks to do things for self</p>
<p><b>Creative Arts</b></p>	
<p><b>Expression and Representation</b></p>	
<p><b>46:. Children use creative arts to express and represent what they know, think, believe, or feel.</b></p>	
<p><b>Responds to visual, auditory, tactile stimulation with kinesthetic and sensory exploration.</b></p>	
<p>Experiments with a variety of sound sources (rattles, bells).</p>	<p>11. Demonstrates positive approaches to learning                  11d. Shows curiosity and motivation                      4. Explores and investigates ways to make something happen</p>
<p>Explores sounds by making changes in pitch and loudness, and mimicking animal sounds.</p>	<p>11. Demonstrates positive approaches to learning                  11d. Shows curiosity and motivation                      4. Explores and investigates ways to make something happen</p>
<p>Exhibits an increased variety of movements to express self using different body parts.</p>	<p>35. Explores dance and movement concepts</p>

Dances or moves to music.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
Imitates sounds or actions of an animal or object.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
Experiments with a variety of art materials (paint, markers, crayons, pencils).	33. Explores the visual arts
Shows preferences for colors, textures, shapes, and sizes.	33. Explores the visual arts
Tries on dress-ups and simple costumes for play, dancing, or just for the sake of trying on the item.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
<b>Understanding and Appreciation</b>	
<b>47: Children demonstrate understanding and appreciation of creative arts.</b>	
<b>Respond to visual, auditory, tactile stimulation with kinesthetic and sensory exploration.</b>	
May enjoy looking at children's books of dance, music, theatre, and visual arts.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
May enjoy rhythms and songs.	34. Explores musical concepts and expression
Prefers repetition of familiar songs and rhythmic patterns.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results 34. Explores musical concepts and expression
Responds to light, color, patterns, and textures.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
May show interest in tactile experiences like sand, water, mud, and soft or hard surfaces.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

May show interest in art materials (crayons, markers, pens, paper, notebooks).	33. Explores the visual arts
<b>16 to 38 Months</b>	
<b>Mathematics and Numeracy</b>	
<b>Number Sense and Operations</b>	
<b>39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</b>	
<b>Compare differences between two or more objects or groups of objects. Compare differences in the quantity of objects.</b>	
Matches objects by a single characteristic (size, color, shape, or quantity).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
Sorts objects by a single characteristic (size, color, shape, or quantity).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
May begin to imitate counting. Uses some number words (one, two...).	11. Demonstrates positive approaches to learning 11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it  20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more
Recognizes that a single object is “one” regardless of size, shape, or other attributes.	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
Imitates counting rhymes or songs (Five Little Monkeys).	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns

Recognizes some quantities (sees 2 blocks and says, “Two.”).	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
Manipulates sets of up to three items.	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
Uses words to symbolize quantity and comparisons of quantity (all, some, none, more).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Understands basic common relations (toothbrush and toothpaste).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
<b>Measurement</b>	
<b>40:. Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length,</b>	
<b>Order and sequence objects according to different dimensions.</b>	
Uses size words, such as “many,” “big,” and “little,” appropriately.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
Fills and empties containers (with sand or water).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Compares the size of various everyday objects (puts different people’s shoes side by side to see which is longest).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Identifies objects by a single characteristic such as big or small, heavy or light, and tall or short; with assistance.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

Looks at two objects and identifies which one is bigger or smaller.	22. Compares and measures 2. Makes simple comparisons between two objects
Explores measuring tools (measuring cup, ruler).	22. Compares and measures 2. Makes simple comparisons between two objects
Demonstrates comparative behavior by nesting up to five cups.	22. Compares and measures 2. Makes simple comparisons between two objects
Orders objects by size, volume, height, weight, and length; with assistance.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
<b>Properties of Ordering</b>	
<b>41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.</b>	
<b>Recall, group, and anticipate familiar sequences of events and use these memories to predict and respond to events</b>	
Shows recognition of sequences of events or objects.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Repeats actions in sequence such as finger-plays.	23. Demonstrates knowledge of patterns 3 emerging to 4. Copies simple repeating patterns
Plays with shape toys (the round beanbag goes in the round hole; the square beanbag goes in the square hole).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
Groups objects on the basis of visual characteristics (shape or color) or themes (functional uses such as items for scooping).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Classifies everyday objects that go together (shoe/sock, pencil/paper, comb/brush).	13. Uses classification skills 2. Matches similar objects



With practice and development, uses groupings to create patterns.	23. Demonstrates knowledge of patterns 3 emerging to 4. Copies simple repeating patterns
Matches simple two-dimensional shapes in form board and puzzles (circles, squares, triangles).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
Identifies two geometric shapes (circle, square).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
<b>Science</b>	
<b>Scientific Inquiry</b>	
<b>42:. Children observe, describe, and collect information by exploring the world around them.</b>	
<b>Construct and describe simple observable characteristics of objects, people, and events.</b>	
With continued exposure to the same toys and objects, explores new and multiple ways of using these materials.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Enjoys and expands on choices for outdoor play.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks  27. Demonstrates knowledge of Earth’s environment
Enjoys playing with, exploring, and experimenting with water, sand, and mud.	24. Uses scientific inquiry skills  27. Demonstrates knowledge of Earth’s environment
Notices, understands, and expresses individual wants and needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Demonstrates curiosity about the natural environment and identifies or labels the earth’s materials.	27. Demonstrates knowledge of Earth’s environment

Uses senses to identify details of similarities and differences through observation and exploration.	24. Uses scientific inquiry skills
Explores and investigates physical properties of living and nonliving things.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
Demonstrates increased understanding of object permanence; looking for people and objects that have disappeared.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
<b>Scientific Inquiry—Thinking, Asking, Acting, and Solving Problems</b>	
<b>43:. Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</b>	
<b>Vary actions in order to see what happens as a result (cause and effect).</b>	
Uses senses, and trial and error to solve problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility
Expands on their ability to observe, describe, and predict the world around them.	24. Uses scientific inquiry skills
Increases problem solving as they use a series of actions, an object, or a caregiver to reach a goal (pulling a string to reach an attached toy) or intentional outcome.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Imitates and begins to vary a caregiver’s action(s) to solve a problem.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Uses trial and error to find possible solutions to a problem (moving a puzzle piece around to find the right place).	11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility

<b>Social Studies</b>	
<b>Social Studies</b>	
<b>44:. Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</b>	
<b>Actively select and participate in daily activities and routines reflecting cultural traditions, values, and beliefs with adults and peers to develop awareness of group membership.</b>	
Begins to recognize and associate different environments, activities, and routines with different people needed to develop awareness of group membership.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 1 emerging to 2. Responds appropriately to others' expressions of wants
Points to, identifies, and describes self and others' mirror images.	29. Demonstrates knowledge about self
Begins to make predictions about what may happen, and connects new experiences to past experiences (understands that a parent goes to work and later returns home).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Shows recognition of simple sequence in events (naptime is after lunch).	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Actively selects and participates in activities and routines with peers and adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults  3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants
Increases understanding of where things are located in the environment (outdoor shoes are kept in cubbies; dishes are stored in the kitchen).	32. Demonstrates simple geographic knowledge

Maintains trusting relationships with caregivers and begins developing trusting relationships with peers.	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>2. Demonstrates a secure attachment to one or more adults</p> <p>2. Establishes and sustains positive relationships</p> <p>2d. Makes friends</p> <p>4. Plays with one or two preferred playmates</p>
Actively selects and engages in pretend play with familiar activities and routines (cooking, cleaning, yard work).	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
Demonstrates an awareness of daily routines (gets coat because it is cold outside).	<p>23. Demonstrates knowledge of patterns</p> <p>2. Shows interest in simple patterns in everyday life</p>
Begins to recognize the beginning and end of an event and may recall information about the immediate past.	<p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p> <p>12. Remembers and connects experiences</p> <p>12b. Makes connections</p> <p>3 emerging to 4. Remembers the sequence of personal routines and experiences with teacher support</p>
Begins to identify items in the store that they want.	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>3 emerging to 4. Seeks to do things for self</p> <p>30. Shows basic understanding of people and how they live</p>
Begins to develop sense of self in relation to the environment (recognizes house as “my home;” building as “my school”).	<p>29. Demonstrates knowledge about self</p>
Begins to role-play with simple objects and toys (pushing doll stroller, feeding doll with toy bottle, pretends to talk on the phone).	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>1 emerging to 2. Imitates actions of others during play; uses real objects as props</p>

<b>45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).</b>	
<b>Regulate their behavior, with adult assistance, to participate in organized, culturally acceptable ways with familiar people, objects, and events.</b>	
Actively seeks assistance by approaching adults and using words to express emotions.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> <li>9. Uses language to express thoughts and needs</li> <li>9a. Uses an expanding expressive vocabulary</li> <li>6. Describes and tells the use of many familiar items</li> </ul>
Comforts self, as needed, using familiar objects.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1a. Manages feelings</li> <li>4. Comforts self by seeking out special object or person</li> </ul>
Responds to others' expressed emotions in more complex ways (comforting another child).	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2b. Responds to emotional cues</li> <li>4. Demonstrates concern about the feelings of others</li> </ul>
Begins to participate as a group member of a family or classroom community (helps clean up, helps prepare snack).	<ul style="list-style-type: none"> <li>3. Participates cooperatively and constructively in group situations</li> <li>3a. Balances needs and rights of self and others</li> <li>5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors</li> </ul>
Increases awareness of physical/spatial boundaries (must stay in nursery room; sit at table to eat snack).	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations</li> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul>
Helps with family, school, and community routines, with adult encouragement and assistance.	<ul style="list-style-type: none"> <li>3. Participates cooperatively and constructively in group situations</li> <li>3a. Balances needs and rights of self and others</li> <li>6. Initiates the sharing of materials in the classroom and outdoors</li> </ul>

May engage in pretend “house” play helping with cleaning, cooking, mowing, painting.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
May show interest in community or neighborhood routines (garbage truck, mail truck, lawn mowing, street sweeper).	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life  30. Shows basic understanding of people and how they live
<b>Creative Arts</b>	
<b>Expression and Representation</b>	
<b>46: Children use creative arts to express and represent what they know, think, believe, or feel.</b>	
<b>Use singing, drawing/painting, and movement to express self and make meaning of experiences.</b>	
Makes up rhymes and songs.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks  34. Explores musical concepts and expression
Uses a variety of materials for tactile experience and exploration (paint, glue, 3-dimensional materials, musical instruments, dance).	33. Explores the visual arts
Engages in messy play activities such as painting, water-play, and building sand structures.	33. Explores the visual arts
Engages in the artistic process with enthusiasm.	33. Explores the visual arts
Explores various ways of moving with or without music.	35. Explores dance and movement concepts
Explores simple songs using voice and/or instruments.	34. Explores musical concepts and expression

Makes up songs and uses the voice as the primary instrument.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks  34. Explores musical concepts and expression
Engages in pretend play with hats, clothing props, shoes, purses, and other props.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Enjoys picture books; especially with photographs of familiar objects or places.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs  17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Uses objects for more than one purpose (big hat used for a baby carrier).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
<b>Understanding and Appreciation</b>	
<b>47: Children demonstrate understanding and appreciation of creative arts.</b>	
<b>Explores tools to create light, color, image, music, movement, and textures.</b>	
Observes and responds to artwork produced by other individuals and/or cultures.	33. Explores the visual arts
Imitates movement after participating in or watching others perform games, dance, or songs.	35. Explores dance and movement concepts

<p>Exhibits interest when watching musical, dance, or theatre performances by other individuals.</p>	<p>34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p>Identifies favorite storybook characters.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p>
<p>May show interest and work with different art materials like play dough, crayons, markers, scissors, pens, paper, notebooks, book making.</p>	<p>33. Explores the visual arts</p>
<p><b>36 to 60 Months</b></p>	
<p><b>Mathematics and Numeracy</b></p>	
<p><b>Number Sense and Operations</b></p>	
<p><b>39:. Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</b></p>	
<p><b>Use number words and concepts to explore and manipulate quantity, size, and relationships.</b></p>	
<p>Develops understanding of counting process (recognition and naming numerals one, two and three); counting up to ten from memory in home language (e.g., recites, “one, two, three), without assistance.</p>	<p>20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object  20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals</p>
<p>Counts up to ten objects; matching numbers one-to-one with objects (cubes, toys, and pennies) within daily activities.</p>	<p>20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>



Develops understanding that when counting items they must be counted only once, and that none should be left out.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Begins recognizing that the last number counted represents the “total objects” (for quantities up to ten). Counting is cumulative.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
Applies numbers and counting concepts within daily routines (count numbers of children at the table).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Applies counting to new situations (counting objects, counting groups).	12. Remembers and connects experiences 1 2b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Demonstrates understanding that numbers represent quantity (gets three apples out of the box).	20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals
Uses math concepts (more, less, some, many, all, a few, none, huge, tiny, small, smaller, large, larger) to compare quantities.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
May count backwards from ten.	20. Uses number concepts and operations 20a. Counts 7 emerging to 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
Differentiates numerals from letters.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

Recognizes and names some numerals (pointing to written numerals named by adult).	20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals
Writes and identifies some numerals named by adult.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 7 emerging to 8. Identifies numerals to 20 by name and connects each to counted objects
Uses meanings of numbers to create strategies for solving problems and responding to practical situations, with assistance (e.g., “Jimmy took two crackers and I didn’t get any.”).	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
<b>Measurement</b>	
<b>40:. Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length,</b>	
<b>Use geometric modeling and spatial reasoning according to different dimensions.</b>	
Engages in activities that explore and develop vocabulary for measurable properties such as length and weight, or capacity.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Compares amongst several objects based on one or more attributes (length, size, weight) using words such as “shorter”, “bigger”, or “lighter”.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Understands positional terms such as “between”, “inside”, “over”, “under”, and “behind”.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)

Sorts and classifies objects based on one or more attributes.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Orders objects by size, volume, height, weight, and length; with assistance.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Measures objects using variable nonstandard units.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Begins to measure objects using standard unit (one-inch cubes, paper clips).	22. Compares and measures 7 emerging to 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Uses measuring tools in play activities (measuring tape, measuring cups).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Measures sand or water using a variety of containers.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Uses picture cookbook to follow sequence and measures amounts for cooking projects, with assistance.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Uses some vocabulary in relationship to measurement tools (scale, cup, ruler). May not have accurate understanding of meaning.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth

<b>Properties of Ordering</b>	
<b>41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.</b>	
<b>Sort, classify, and order objects by color, number, size, or shape. Form simple patterns involving color, number, size, and shape.</b>	
Compares shape and size of familiar objects.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Sorts and builds with two- and three-dimensional shapes (sphere, cube, cone).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape  14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Identifies and labels different kinds of two-dimensional shapes (square, circle, rectangle, triangle).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Draws and creates pictures using various shapes.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Recognizes non-geometrical shapes in nature (clouds or other things that are not circles, squares, triangles).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols
Describes characteristics of familiar geometric and non-geometric shapes in the environment, with assistance.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

Puts together and takes apart shapes to make other shapes (use two triangles to make a rectangle with blocks).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Makes and describes patterns including serialization based on numbers, shapes, and size.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Predicts what comes next in a pattern and completes the pattern.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Creates or extends a complex pattern with more than two repeating elements.	23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns
<b>Science</b>	
<b>Scientific Inquiry</b>	
<b>42: Children observe, describe, and collect information by exploring the world around them.</b>	
<b>Call attention to, describe, discuss, and explain observable similarities and differences among objects or events.</b>	
Shows interest and curiosity in exploring, investigating, and words to describe living and nonliving things.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things
Uses senses to explore materials, objects, and natural phenomena (sand, pine cones, crawling ants).	24. Uses scientific inquiry skills
Makes comparisons and calls attention to details; and with adult assistance, explores the ways in which things are alike and different (notices how shells are the same or different; notices objects that float or sink; listens to different sounds that animals make).	24. Uses scientific inquiry skills
Notices, describes, and predicts changes in the environment (dark clouds mean possible rain).	24. Uses scientific inquiry skills
Observes, compares, classifies, measures, and communicates observations of events and objects.	24. Uses scientific inquiry skills

Explores earth science, physical science, and life science through observations and experimentation with concrete objects.	24. Uses scientific inquiry skills
Begins to use simple tools (magnifiers, lenses, droppers) for exploration and investigation.	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
Predicts the outcome of an investigation based on observation or experience.	24. Uses scientific inquiry skills
Demonstrates respect for living things (watering plants, trying to avoid stepping on anthills).	27. Demonstrates knowledge of Earth's environment
Explores answers to questions, and forms new questions or conclusions.	24. Uses scientific inquiry skills
<b>Scientific Inquiry—Thinking, Asking, Acting, and Solving Problems</b>	
<b>43:. Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</b>	
<b>Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.</b>	
Uses senses and develops strategies (from trial and error) to solve problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility 24. Uses scientific inquiry skills
Explores the use of investigative tools to extend the senses in a trial and error fashion.	28. Uses tools and other technology to perform tasks
Eagerly observes, describes, and predicts the world around them.	24. Uses scientific inquiry skills
As child investigates new phenomena, makes progress from trial and error toward a more systematic approach to problem solving.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
More apt to verbalize observations than ask meaningful questions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

Uses questioning as a way to engage conversation rather than as an intended means for gathering information.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Shows curiosity and interest about familiar/unfamiliar and living/nonliving things.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas  25. Demonstrates knowledge of the characteristics of living things  26. Demonstrates knowledge of the physical properties of objects and
Begins to demonstrate respect for living things.	27. Demonstrates knowledge of Earth's environment
Eagerly observes, describes, and predicts the world around them.	24. Uses scientific inquiry skills
Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world.	24. Uses scientific inquiry skills
Compares their predictions with actual observations.	24. Uses scientific inquiry skills
Begins making predictions about changes in the environment that lead to generalizations based on understanding.	24. Uses scientific inquiry skills
<b>Social Studies</b>	
<b>Social Studies</b>	
<b>44:. Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</b>	
<b>Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.</b>	
Begins to demonstrate awareness of group membership according to different environments, activities, and routines (farmers grow food on the farm; identifies family members to include mom, dad, siblings, aunts, uncles).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors

Recognizes physical characteristics of self and others around them (two eyes, one nose, black hair, child who is deaf uses sign language).	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Observes, describes, and predicts events around them as they connect new experiences to past experiences (when we go to the park; Sunday, yesterday, we went to church).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 30. Shows basic understanding of people and how they live
Begins to recognize familiar community helpers and their association with activities, routines, and locations (firefighters, fire truck, fire station; doctor, clinic; policeman, police car).	30. Shows basic understanding of people and how they live
Develops and maintains trusting relationships with familiar and unfamiliar peers and adults across settings, routines, and activities.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors 30. Shows basic understanding of people and how they live
Begins to understand own life experience and the different roles of family members.	29. Demonstrates knowledge about self
Understands knowledge and mental relationships used during role play based on home and family themes (playing house, using tools, caring for those who are sick).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Begins to use play money for items in role play situations (play store).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else



Uses the term “buy.”	30. Shows basic understanding of people and how they live
Recognizes that people rely on others for goods and services (mail delivery, health care, market).	30. Shows basic understanding of people and how they live
Recognizes and uses spatial concepts concerning the beginning and end of an event.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Recalls information about the immediate past.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Uses vocabulary associated with time and sequence (now, today, later) during daily routines and activities.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support  31. Explores change related to familiar people or places
Constructs geographic concepts and meanings in relation to self and community (the library book is returned to the library a block from home; uses blocks to construct buildings on Main Street).	29. Demonstrates knowledge about self  30. Shows basic understanding of people and how they live  32. Demonstrates simple geographic knowledge
Discusses different people, places, and regions as experienced through books, videos, television.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Role-plays with simple machines and transportation toys (using tape measure in road construction with blocks).	28. Uses tools and other technology to perform tasks

<b>45: Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).</b>	
<b>Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.</b>	
Shows increased ability to recognize own feelings, control behavior, and follow simple rules and limits.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors <ul style="list-style-type: none"> <li>1a. Manages feelings <ul style="list-style-type: none"> <li>6. Is able to look at a situation differently or delay gratification</li> </ul> </li> </ul> </li> <li>1. Regulates own emotions and behaviors <ul style="list-style-type: none"> <li>1b. Follows limits and expectations <ul style="list-style-type: none"> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul> </li> </ul> </li> <li>29. Demonstrates knowledge about self</li> </ul>
Shows increasing ability to choose acceptable behaviors in group situations.	<ul style="list-style-type: none"> <li>3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> <li>3a. Balances needs and rights of self and others <ul style="list-style-type: none"> <li>8. Cooperates and shares ideas and materials in socially acceptable ways</li> </ul> </li> </ul> </li> </ul>
Shows increased capacity to monitor own behavior; following and contributing to classroom procedures.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors <ul style="list-style-type: none"> <li>1b. Follows limits and expectations <ul style="list-style-type: none"> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul> </li> </ul> </li> </ul>
Uses most materials safely and purposefully in different contexts and settings.	<ul style="list-style-type: none"> <li>3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> <li>3a. Balances needs and rights of self and others <ul style="list-style-type: none"> <li>5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors</li> </ul> </li> </ul> </li> </ul>
Manages most transitions and changes in routines.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors <ul style="list-style-type: none"> <li>1b. Follows limits and expectations <ul style="list-style-type: none"> <li>6. Manages classroom rules, routines, and transitions with occasional reminders</li> </ul> </li> </ul> </li> </ul>

Recognizes their roles as part of a group.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Shows awareness of group rules and the ability to follow rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Begins to understand reasons or logic assigned to different rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Begins to demonstrate respect for rules at home, school, and community.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Observes that people have needs and wants.	30. Shows basic understanding of people and how they live
Begins to initiate sharing with the support of adults.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
Begins to identify individuals who are helpful to people in their everyday lives (principal, police officer).	30. Shows basic understanding of people and how they live
Begins to take own initiative to be helpful to family, school, and community.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
Demonstrates an understanding of the need for leadership in the family, school, and community.	30. Shows basic understanding of people and how they live
Begins to demonstrate respect for the opinions, feelings, and actions of others.	30. Shows basic understanding of people and how they live

Demonstrates the ability to make choices and take responsibility for own actions.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being  29. Demonstrates knowledge about self
<b>Creative Arts</b>	
<b>Expression and Representation</b>	
<b>46:. Children use creative arts to express and represent what they know, think, believe, or feel.</b>	
<b>Uses artistic expression and language to communicate emotions and make meaning of experiences.</b>	
Participates in group music experiences (sings, finger plays, chants, musical instruments).	34. Explores musical concepts and expression
Explores simple songs using voice and/or instruments.	34. Explores musical concepts and expression
Remembers the words to an oft-repeated song.	34. Explores musical concepts and expression
Makes up songs and uses the voice as the primary instrument.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks  34. Explores musical concepts and expression
Asks to sing a particular song.	34. Explores musical concepts and expression
Participates freely in dramatic play activities (pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life).	36. Explores drama through actions and language
Tries one type of art many times (painting at easel several days in a row, using different colors, or covering the whole paper with paint).	33. Explores the visual arts
Uses a variety of media and tools to create original works of art.	33. Explores the visual arts
Creates art work with details representing ideas, experiences, and feelings.	33. Explores the visual arts
Performs simple elements of drama (audience, actors, stage).	36. Explores drama through actions and language

Pretends to be on stage and uses a microphone to sing.	36. Explores drama through actions and language
Uses clay and other medium to create three-dimensional sculptures.	33. Explores the visual arts
<b>Understanding and Appreciation</b>	
<b>47: Children demonstrate understanding and appreciation of creative arts.</b>	
<b>Respond to and create symbolic and representation art, music, dance, and dramatic themes.</b>	
Watches other children dance and then tries to mimic the dance steps.	35. Explores dance and movement concepts
Listens attentively at a children's concert, play, or puppet show.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Hums or moves to the rhythm of recorded music.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
Shares various forms of art found in own environment.	33. Explores the visual arts
Wonders about or asks questions about works of art, paintings, songs, dance, and theatre.	33. Explores the visual arts
<b>60 Months through Kindergarten</b>	
<b>Mathematics and Numeracy</b>	
<b>Number Sense and Operations</b>	
<b>39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</b>	
<b>Count with understanding. Recognize "how many" are in sets of objects; demonstrating an understanding of discrete numbers.</b>	
Tells what number comes before or after a given number up to 10.	20. Uses number concepts and operations 20a. Counts 7 emerging to 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

Tells what number comes before or after a given number up to 20, with assistance.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
Demonstrates the difference between addition (more) and subtraction (take away), with assistance.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Understands that quantity is not affected by the arrangement of the objects being counted.	20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
Understands that when counting items they must be counted only once and none should be left out.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Uses numbers to predict and make realistic guesses (e.g., “I think there are about 20 marbles in that jar.”).	24. Uses scientific inquiry skills
Puts numeral cards in order 1 to 10.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
Counts backwards from 10.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

Shows the verbal, symbolic, and physical representation of a number up to 10.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Understands and uses numbers in meaningful ways.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
Demonstrates knowledge of our numeration system by counting forward by ones to at least 31.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
Identifies a penny as a value of money.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Selects strategies appropriate for solving a problem.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
Performs computation accurately.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
Uses concrete objects to illustrate the concepts of addition and subtraction.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
Estimates and judges reasonableness of results.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects

<b>Measurement</b>	
<b>40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length,</b>	
<b>Order objects according to spatial attributes using nonstandard and standard units of measurement.</b>	
Compares objects by measurement attributes (longer/shorter, heavy/light, more/less).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Exhibits spontaneous comparison by sorting, classifying, and placing objects in series; using a variety of properties (size, volume, height, weight, and length) simultaneously.	22. Compares and measures 7 emerging to 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Begins to measure using standard units in the customary and metric systems (measures inches using a ruler or measuring tape).	22. Compares and measures 7 emerging to 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Uses picture cookbook to independently measure amounts and follow steps in cooking project.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Uses conventional vocabulary of measurement (“pound”, “inch”, “cup”).	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Uses basic time vocabulary.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Names days of the week.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects



Orders events in a day.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Compares temperatures (hotter/colder).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Reads calendar according to days, weeks, months.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
<b>Properties of Ordering</b>	
<b>41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.</b>	
<b>Sort, classify, and order objects by size, number, shape, and other properties.</b>	
Recognizes, names, builds, compares, and sorts two- and three-dimensional shapes (sphere, cube, cone).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Combines shapes to create two-dimensional figures.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Describes characteristics of familiar geometric and non-geometric shapes in the environment, with assistance.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

Investigates and predicts the results of putting together and taking apart two- and three-dimensional shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Recognizes and creates shapes that have symmetry.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Recognizes, describes, and extends patterns; and translates from one representation to another.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Describes (using rules/generalizations) and replicates patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Creates own patterns applying determined rules or generalizations.	23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns
<b>Science</b>	
<b>Scientific Inquiry</b>	
<b>42: Children observe, describe, and collect information by exploring the world around them.</b>	
<b>Collect, organize, and display results of observations to construct relationships that help them organize and make sense of the natural world.</b>	
Uses observations, descriptions, and predictions to examine the natural world around them.	24. Uses scientific inquiry skills
Increases awareness and understanding of the physical world as the child collects, organizes, and displays results of observations and experimentations.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols  24. Uses scientific inquiry skills

Makes comparisons based on observations and vocabulary that includes descriptive and comparative words.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules  24. Uses scientific inquiry skills
Makes inferences, draws more meaning than from what is visible, and predicts future events.	24. Uses scientific inquiry skills
By describing events, compares predictions with what was observed.	24. Uses scientific inquiry skills
Uses scientific tools that are not limited to observations, but also includes locomotion devices (gears and pulleys), technological tools, and measurement devices.	28. Uses tools and other technology to perform tasks
<b>Scientific Inquiry—Thinking, Asking, Acting, and Solving Problems</b>	
<b>43:. Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</b>	
<b>Plan and conduct simple investigations to explore questions or problems.</b>	
Uses senses combined with specific strategies to solve problems and make predictions that lead to generalizations about the world around them.	24. Uses scientific inquiry skills
Uses investigative tools to gather information and extend the senses.	28. Uses tools and other technology to perform tasks
Makes inferences, predictions, and generalizations based on observations and experiences.	24. Uses scientific inquiry skills
Compares predictions with actual observations.	24. Uses scientific inquiry skills

Actively asks questions about objects, organisms, and events in the environment.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories  24. Uses scientific inquiry skills
Makes predictions about changes in the environment that lead to generalizations about the natural world.	24. Uses scientific inquiry skills  27. Demonstrates knowledge of Earth's environment
Eagerly acts on curiosity and interest to organize and plan observations, explorations, and experiments with living and nonliving things and events in the environment.	24. Uses scientific inquiry skills  25. Demonstrates knowledge of the characteristics of living things  26. Demonstrates knowledge of the physical properties of objects and
Respect for living things becomes a personal responsibility.	27. Demonstrates knowledge of Earth's environment
Begins using gathered information (data) to construct and communicate reasonable explanations.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols  24. Uses scientific inquiry skills
<b>Social Studies</b>	
<b>Social Studies</b>	
<b>44:. Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</b>	
<b>Construct mental relationships about group membership across family, community, school, and culture as they recognize and generalize shared and different characteristics of self and others during daily activities and routines.</b>	
Constructs mental relationships about group membership between people, places, activities, and events (identifies teammates, recognizes classmates).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others  6. Initiates the sharing of materials in the classroom and outdoors

Recognizes and generalizes shared and different characteristics in relation to others (everyone has hair but with different colors, textures, length; some children run fast; some children have trouble running).	30. Shows basic understanding of people and how they live
Makes inferences, predictions, and generalizations about people, activities, and events based on observations and participation in past and present activities and routines (Joey's birthday; David celebrates Hanukah).	24. Uses scientific inquiry skills 30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places
Demonstrates an understanding of own personal history as part of family, school, and community.	29. Demonstrates knowledge about self
Explains roles and jobs of community workers within systems of service (mail delivery system, waste disposal system).	30. Shows basic understanding of people and how they live
Recognizes and associates different relatives with different locations. Shares and discusses similarities and differences in family travel with peers and adults.	29. Demonstrates knowledge about self
Expands on and maintains trusting relationships with familiar and unfamiliar peers and adults across settings, routines, and activities.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Examines and explores various family roles in other families to see how they differ from or are the same as their own.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Engages in sophisticated role play with themes and plots (police, firemen, teachers, doctors).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
Negotiates role play activity and responsibilities according to logic and perspective taking (e.g., "I'll be mommy because I'm a girl; you be daddy because you're a boy.>").	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days

Expresses increased understanding of different people, places, and regions as experienced through books, videos, television.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories  30. Shows basic understanding of people and how they live
Expands use of vocabulary associated with time (“now”, “then”, “before”, “after”, “today”, “yesterday”, and “tomorrow”).	31. Explores change related to familiar people or places
Identifies current events in the community and in other areas or regions.	30. Shows basic understanding of people and how they live  31. Explores change related to familiar people or places
Uses common technological devices (cell phone, gears, hinges, microwave, computers) for designed purposes (uses a calculator in a play store or lemonade stand).	28. Uses tools and other technology to perform tasks
Describes and explains how machines, inventions, and technology are used in the home (toaster, vacuum, can opener).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
Records and discusses calendar and historical events (yesterday, last week, month, or year).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Recognizes that people meet their needs by sharing, trading, and using money to buy goods and services.	30. Shows basic understanding of people and how they live
Identifies different means of transportation used today to travel from place to place (airplanes, boats).	28. Uses tools and other technology to perform tasks  31. Explores change related to familiar people or places

<p><b>45:. Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).</b></p>	
<p><b>Monitor and regulate behavior, emotions, and actions required to successfully and cooperatively participate with familiar and unfamiliar people, objects, settings, and events in varying group arrangements.</b></p>	
<p>Actively monitors and regulates own behavior, emotions, and actions needed to successfully participate cooperatively in a variety of activities.</p>	<p>1. Regulates own emotions and behaviors  1a. Manages feelings  8. Controls strong emotions in an appropriate manner most of the time</p> <p>1. Regulates own emotions and behaviors  1c. Takes care of own needs appropriately  8. Takes responsibility for own well-being</p>
<p>States own feelings, needs, and opinions; and can also recognize others' feelings, needs, and opinions (perspective taking).</p>	<p>1. Regulates own emotions and behaviors  1c. Takes care of own needs appropriately  8. Takes responsibility for own well-being</p> <p>2. Establishes and sustains positive relationships  2b. Responds to emotional cues  8. Recognizes that others' feelings about a situation might be different from his or her own</p>
<p>Uses perspective taking to resolve conflict without harming self, others, or property.</p>	<p>2. Establishes and sustains positive relationships  2b. Responds to emotional cues  8. Recognizes that others' feelings about a situation might be different from his or her own</p> <p>3. Participates cooperatively and constructively in group situations  3b. Solves social problems  8. Resolves social problems through negotiation and compromise</p>

<p>Demonstrates respect and appreciation for the opinions and recognizes others' feelings and actions.</p>	<p>2. Establishes and sustains positive relationships                  2b. Responds to emotional cues                      8. Recognizes that others' feelings about a situation might be different from his or her own</p> <p>3. Participates cooperatively and constructively in group situations                  3a. Balances needs and rights of self and others                      8. Cooperates and shares ideas and materials in socially acceptable ways</p>
<p>Names rules and the reasons for them.</p>	<p>1. Regulates own emotions and behaviors                  1b. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>Discusses how groups make decisions and solve problems.</p>	<p>3. Participates cooperatively and constructively in group situations                  3a. Balances needs and rights of self and others                      8. Cooperates and shares ideas and materials in socially acceptable ways</p>
<p>Identifies ways to be helpful to family and school.</p>	<p>1. Regulates own emotions and behaviors                  1c. Takes care of own needs appropriately                      8. Takes responsibility for own well-being</p>
<p>Participates cooperatively with self-direction in classroom events that promote community interdependence.</p>	<p>1. Regulates own emotions and behaviors                  1c. Takes care of own needs appropriately                      8. Takes responsibility for own well-being</p> <p>3. Participates cooperatively and constructively in group situations                  3a. Balances needs and rights of self and others                      8. Cooperates and shares ideas and materials in socially acceptable ways</p>
<p>Manages transitions and changes in routines throughout the day.</p>	<p>1. Regulates own emotions and behaviors                  1b. Follows limits and expectations                      6. Manages classroom rules, routines, and transitions with occasional reminders</p>



<p>Demonstrates ways to be helpful to the environment and the community; and understands why it is important.</p>	<p>1. Regulates own emotions and behaviors  1c. Takes care of own needs appropriately  8. Takes responsibility for own well-being</p> <p>27. Demonstrates knowledge of Earth’s environment</p> <p>30. Shows basic understanding of people and how they live</p>
<p>Demonstrates understanding of how people in the community help each other and encourage others to help.</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>Takes initiative to be helpful and encourages others’ cooperation within the family, school, and community.</p>	<p>1. Regulates own emotions and behaviors  1c. Takes care of own needs appropriately  8. Takes responsibility for own well-being</p> <p>3. Participates cooperatively and constructively in group situations  3a. Balances needs and rights of self and others  8. Cooperates and shares ideas and materials in socially acceptable ways</p>
<p>Names rules and demonstrates that child understands the reasons for rules and the need to follow them in relation to self and others.</p>	<p>1. Regulates own emotions and behaviors  1b. Follows limits and expectations  6. Manages classroom rules, routines, and transitions with occasional reminders</p>

<b>Creative Arts</b>	
<b>Expression and Representation</b>	
<b>46: Children use creative arts to express and represent what they know, think, believe, or feel.</b>	
<b>Display a repertoire of skills for using tools of art, music, and vocabulary to show knowledge and feelings.</b>	
Uses music to express thoughts, feelings, and energy.	34. Explores musical concepts and expression
Expresses his/her feelings and ideas through creative art, drama, and movement.	33. Explores the visual arts 35. Explores dance and movement concepts 36. Explores drama through actions and language
Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns 34. Explores musical concepts and expression
Shows interest in more complicated instruments (piano, guitar, marimba, drums).	34. Explores musical concepts and expression
Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 8. Thinks through possible long-term solutions and takes on more abstract challenges  14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols  34. Explores musical concepts and expression

<p>Develops ability to plan and work, both alone and with others; and to demonstrate care, persistence, and elaboration in a variety of art projects.</p>	<p>1. Regulates own emotions and behaviors  1c. Takes care of own needs appropriately  8. Takes responsibility for own well-being</p> <p>3. Participates cooperatively and constructively in group situations  3a. Balances needs and rights of self and others  8. Cooperates and shares ideas and materials in socially acceptable ways</p> <p>11. Demonstrates positive approaches to learning  11b. Persists  6. Plans and pursues a variety of appropriately challenging tasks</p> <p>33. Explores the visual arts</p>
<p>Illustrates dictated books, adds words to illustrations, and then illustrations to dictated words.</p>	<p>11. Demonstrates positive approaches to learning  11e. Shows flexibility and inventiveness in thinking  8. Thinks through possible long-term solutions and takes on more abstract challenges</p>
<p>Uses a variety of media to express ideas, experiences, and emotions.</p>	<p>14. Uses symbols and images to represent something not present  14a. Thinks symbolically  8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>28. Uses tools and other technology to perform tasks</p>
<p>Finds new ways to use objects and media for creative expression (combining paper cups, collage scraps, and carpentry to make a mobile).</p>	<p>11. Demonstrates positive approaches to learning  11e. Shows flexibility and inventiveness in thinking  8. Thinks through possible long-term solutions and takes on more abstract challenges</p> <p>14. Uses symbols and images to represent something not present  14a. Thinks symbolically  8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>28. Uses tools and other technology to perform tasks</p>

<b>Understanding and Appreciation</b>	
<b>47: Children demonstrate understanding and appreciation of creative arts.</b>	
<b>Chooses and has opinions about aesthetic likes and dislikes, recognizes familiar cultural forms and shows, and is willing to explore new forms.</b>	
Describes all art forms and considers potential intentions of the artist.	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>
Appreciates the artistic creations of others; the skill of a dancer; or someone’s ability to play a musical instrument, sing, or act.	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>
Exhibits excitement when a picture or sculpture reminds him/her of people, objects, or events in own life.	<p>12. Remembers and connects experiences</p> <p>12b. Makes connections</p> <p>6. Draws on everyday experiences and applies this knowledge to a similar situation</p> <p>33. Explores the visual arts</p>
Comments on the artwork of other children, asking simple questions about methods used and noticing details.	<p>33. Explores the visual arts</p>

<b>Communication, Language, and Literacy</b>	
<b>Birth through 8 Months</b>	
<b>Communication</b>	
<b>Listening</b>	
<b>48: Children demonstrate the meaning of language by listening.</b>	
<b>Respond to environmental sounds and recognize familiar voices.</b>	
Turns to locate the source of a sound.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Orients to speaker in response to communication.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
Visually attends to familiar object with verbal cue.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Reaches for familiar objects with verbal cue.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects  8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Shows a preference for human voice to other sounds.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Vocalizes or gestures in response to another person's voice or gesture.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Recognizes familiar sounds and voices.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others

<b>Oral Communication</b>	
<b>49: Children communicate effectively.</b>	
<b>Begin communication with facial expressions and vocal play to interact with others.</b>	
Initiates communication by smiling and eye contact.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Changes volume and pitch to convey meaning.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Imitates sounds, signs, or gestures.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
<b>Conventions of Social Communication</b>	
<b>50: Children comprehend and use conventions of social communication.</b>	
<b>Initiate and respond to social interaction from caregiver.</b>	
Turns head in reaction to human sound.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others  10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
Tracks items of interest (especially people) with eyes.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds

Initiates nonverbal cues.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Responds to the environment (smiles, cries, grimaces, etc.).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Seeks and maintains eye contact.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Responds positively to physical touch and contact.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Imitates facial expressions.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Initiates communication by smiling and eye contact.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
May return a smile or facial expression with caregiver.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others

<b>Language</b>	
<b>Vocabulary</b>	
<b>51:. Children use receptive vocabulary.</b>	
<b>Respond to voices and environmental sounds.</b>	
Moves in response to a voice.	<p>8. Listens to and understands increasingly complex language  8a. Comprehends language  2. Shows an interest in the speech of others</p> <p>10. Uses appropriate conversational and other communication skills  10a. Engages in conversations  2. Engages in simple back-and-forth exchanges with others</p>
Responds to a caregiver's voice and mouth.	<p>8. Listens to and understands increasingly complex language  8a. Comprehends language  2. Shows an interest in the speech of others</p> <p>10. Uses appropriate conversational and other communication skills  10a. Engages in conversations  2. Engages in simple back-and-forth exchanges with others</p>
Responds differently to varied voices (angry versus friendly).	<p>8. Listens to and understands increasingly complex language  8a. Comprehends language  2. Shows an interest in the speech of others</p> <p>10. Uses appropriate conversational and other communication skills  10a. Engages in conversations  2. Engages in simple back-and-forth exchanges with others</p>
May turn and look at new sounds.	<p>11. Demonstrates positive approaches to learning  11a. Attends and engages  2. Pays attention to sights and sounds</p>
Responds to his/her name.	29. Demonstrates knowledge about self



<b>52:. Children use expressive vocabulary.</b>	
<b>Initiate sounds and facial expressions.</b>	
Makes sounds to indicate pleasure, discomfort, wants, or pain.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Begins to use basic turn-taking in communication.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 1 emerging to 2. Engages in simple back-and-forth exchanges with
Imitates cooing and babbling.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Experiments with sounds.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
Imitates facial expressions and reaching.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Varies intonation.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
<b>53:. Children demonstrate progression in grammar and syntax.</b>	
<b>Initiate and respond to change and variety in sounds.</b>	
Makes sounds to indicate pleasure, discomfort, wants, or pain.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs

Varies intonation, volume, and plays with sounds.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Strings together varied intonation patterns.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
<b>Comprehension</b>	
<b>54:. Children demonstrate comprehension and meaning in language.</b>	
<b>Demonstrate awareness and attention to sounds and human voices.</b>	
Looks at familiar objects when named.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Turns and looks at new sounds.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Recognizes own name.	29. Demonstrates knowledge about self
Attends to speaking.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others

Reacts to loud, angry, and friendly voices.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>2. Shows an interest in the speech of others</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>2. Engages in simple back-and-forth exchanges with others</p>
<b>Expressive/Oral Language</b>	
<b>55:. Children use language for a variety of purposes.</b>	
<b>Use a variety of vocalizations.</b>	
Vocalizes to get attention (cries to get needs met).	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>2. Indicates needs and wants; participates as adult attends to needs</p> <p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>2. Vocalizes and gestures to communicate</p>
Experiments with and uses sounds and facial expressions.	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>2. Vocalizes and gestures to communicate</p>
Laughs to display emotion.	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>2. Vocalizes and gestures to communicate</p>
Shows more interest in people than objects.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>2. Shows an interest in the speech of others</p>

Vocalizes to express pleasure and displeasure.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>2. Indicates needs and wants; participates as adult attends to needs</li> </ul> </li> <li>9. Uses language to express thoughts and needs</li> <li>9a. Uses an expanding expressive vocabulary <ul style="list-style-type: none"> <li>2. Vocalizes and gestures to communicate</li> </ul> </li> </ul>
Vocalizes sounds other than crying and cooing.	<ul style="list-style-type: none"> <li>9. Uses language to express thoughts and needs</li> <li>9a. Uses an expanding expressive vocabulary <ul style="list-style-type: none"> <li>2. Vocalizes and gestures to communicate</li> </ul> </li> </ul>
<b>Literacy</b>	
<b>Reading</b>	
<b>56:. Children develop phonological awareness.</b>	
<b>Respond differentially to sounds.</b>	
Shows beginning sound awareness by reacting differently to different sounds (startled reflex with loud sudden noise, turns head toward a rattling noise).	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11a. Attends and engages <ul style="list-style-type: none"> <li>2. Pays attention to sights and sounds</li> </ul> </li> </ul>
Imitates vocalizations and sounds.	<ul style="list-style-type: none"> <li>10. Uses appropriate conversational and other communication skills</li> <li>10a. Engages in conversations <ul style="list-style-type: none"> <li>2. Engages in simple back-and-forth exchanges with others</li> </ul> </li> </ul>
Recognizes mother's and father's voice before he/she sees them.	<ul style="list-style-type: none"> <li>8. Listens to and understands increasingly complex language</li> <li>8a. Comprehends language <ul style="list-style-type: none"> <li>2. Shows an interest in the speech of others</li> </ul> </li> </ul>
Calms when he/she hears a repeated lullaby.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1a. Manages feelings <ul style="list-style-type: none"> <li>2. Uses adult support to calm self</li> </ul> </li> </ul>
Initially makes vowel sounds.	<ul style="list-style-type: none"> <li>9. Uses language to express thoughts and needs</li> <li>9b. Speaks clearly <ul style="list-style-type: none"> <li>2. Babbles strings of single consonant sounds and combines sounds</li> </ul> </li> </ul>

Combine vowel sounds with consonant sounds by the end of the period.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
<b>57: Children demonstrate awareness of letters and symbols.</b>	
<b>Respond to visual stimuli in the environment.</b>	
Discriminates between familiar objects (bottle, blanket, rattle).	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Initially enjoys faces and contrasting colors.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Responds to visual stimuli (self in mirror).	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Starts patting a picture.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs
Prefers pictures of faces.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Demonstrates awareness of familiar people and objects.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Responds to high contrast and visually complex patterns.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds

<b>58:. Children demonstrate awareness of print concepts.</b>	
<b>Build foundational experiences for later concept development.</b>	
Investigates books (mouthing, turning them upside down, moving them from hand to hand, or shaking and throwing them).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment  17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Attends to colorful pictures in books.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
<b>59:. Children demonstrate comprehension of printed materials and oral stories.</b>	
<b>Build foundational experiences for later concept development.</b>	
Quiets to a familiar story, song, or nursery rhyme.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Smiles or expresses pleasure when viewing pictures of familiar objects or people.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Attends to an adult's voice when being held and read to.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self

<b>60: Children demonstrate awareness that written materials can be used for a variety of purposes.</b>	
<b>Build foundational experiences for later concept development.</b>	
Uses senses to explore books with different textures.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p> <p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books</p>
Experiences new vocabulary paired with objects and pictures.	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted</p> <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs</p>
<b>Writing</b>	
<b>61: Children demonstrate knowledge and use of letters and symbols.</b>	
<b>Build foundational experiences for later concept development.</b>	
Uses senses to explore the environment.	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>

<b>62: Children use writing skills and demonstrate knowledge of writing conventions.</b>	
<b>Move from reflexive to intentional hand and finger skills.</b>	
Grasps objects.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects  7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Begins to use both hands together.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 1 emerging to 2. Reaches for, touches, and holds objects purposefully
<b>63: Children use writing for a variety of purposes.</b>	
<b>Initiate and respond to sensory experiences.</b>	
Explores and experiences environment using all senses.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
<b>English Language Learners</b>	
<b>Dual Language Acquisition</b>	
<b>64: Children demonstrate competency in home language while acquiring beginning proficiency in English.</b>	
<b>Initiate and respond to differences in sounds including intonation.</b>	
Attends to spoken sounds.	37. Demonstrates progress in listening to and understanding English 2. Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English
Communicates needs through vocalization, gestures, facial expressions, and actions.	38. Demonstrates progress in speaking English 2. Repeats sounds and words in English, sometimes very quietly



<b>6 to 18 Months</b>	
<b>Communication</b>	
<b>Listening</b>	
<b>48:. Children demonstrate the meaning of language by listening.</b>	
<b>Recognize names for familiar people and objects. Respond to simple requests.</b>	
Reaches for familiar objects with verbal cue.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Shows understanding of words by appropriate behavior or gesture (pointing to, hugging, smiling, crawling towards, reaching).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Imitates adult actions that go along with simple songs, rhymes, and traditional songs (“Row, Row, Row Your Boat,” “Pinpon,” “Eensy Weensy Spider”).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others  15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
Follows single-step directions (e.g., “Please bring me the ball.”).	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
<b>Oral Communication</b>	
<b>49:. Children communicate effectively.</b>	
<b>Progress to more structured sounds, words, and gestures to interact with others.</b>	
Imitates sounds, signs, or gestures.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others

Engages in vocal play and turn-taking.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Matches facial expression, tone, and words with response.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Makes new sounds: attempts to say words.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
Babbles using intonation and tone to convey meaning.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
Uses single-word sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
Initiates communication using words, signs, and gestures.	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 3 emerging to 4. Initiates and attends to brief conversations
<b>Conventions of Social Communication</b>	
<b>50:. Children comprehend and use conventions of social communication.</b>	
<b>Sustain shared interactions.</b>	
Returns a physical demonstration of affection; a laugh or hug.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds

Expresses preference for familiar people.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Responds to nonverbal cues.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Engages in vocal play and turn-taking.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Initiates communication using words, signs, and gestures.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Says “no” meaningfully.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Uses object to initiate play with another.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
May respond when name is called or signed.	29. Demonstrates knowledge about self
Uses nonverbal gestures for social conventions of greeting (waves goodbye).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
May participate in turn taking during one-on-one communication by making sounds or using words.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 3 emerging to 4. Initiates and attends to brief conversations

<b>Language</b>	
<b>Vocabulary</b>	
<b>51: Children use receptive vocabulary.</b>	
<b>Respond in meaningful, purposeful ways.</b>	
Begins to recognize words (Mama, blankie).	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Understands simple phrases (wave bye-bye, up).	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Responds with gestures.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Responds to the context of “no.”	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
Attends to music or singing.	34. Explores musical concepts and expression
Gives objects on request.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
May look to or go to familiar objects and people when named.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Understands and responds to simple questions (e.g., “Where is the doggie?”).	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted

Has a receptive vocabulary of over fifty words in home language.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
<b>52:. Children use expressive vocabulary.</b>	
<b>Use meaningful vocalizations and gestures. Use words with intent.</b>	
Uses meaningful vocalizations.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
Imitates gestures.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Babbles using two-lip sounds (“p,” “b,” and “m”) followed by a vowel sound (ba ba ba da da da).	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
Uses consistent sound combinations to indicate specific object or person (“dada” for daddy).	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people
Imitates and repeats words.	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people
May use eight to ten understandable words (“daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all done”).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects  9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people

<p>Has a vocabulary of 1 to 50 words.</p>	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                          4. Names familiar people, animals, and objects</p> <p>9. Uses language to express thoughts and needs                      9b. Speaks clearly                          4. Uses some words and word-like sounds and is understood by most familiar people</p>
<p>Uses single words to communicate.</p>	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                          4. Names familiar people, animals, and objects</p> <p>9. Uses language to express thoughts and needs                      9b. Speaks clearly                          4. Uses some words and word-like sounds and is understood by most familiar people</p>
<p>Strings together varied intonation patterns with intent (jargon).</p>	<p>9. Uses language to express thoughts and needs                      9b. Speaks clearly                          2. Babbles strings of single consonant sounds and combines sounds</p>
<p>Pairs gestures with words.</p>	<p>9. Uses language to express thoughts and needs                      9b. Speaks clearly                          4. Uses some words and word-like sounds and is understood by most familiar people</p>
<p>Recognizes consonants and vowels in their vocalizations.</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                          2. Indicates needs and wants; participates as adult attends to needs</p>
<p><b>53:. Children demonstrate progression in grammar and syntax.</b></p>	
<p><b>Begin to use intonation and single words to communicate.</b></p>	
<p>Strings together varied intonation patterns.</p>	<p>9. Uses language to express thoughts and needs                      9b. Speaks clearly                          2. Babbles strings of single consonant sounds and combines sounds</p>

Uses no for negation.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> </ul>
Uses intonation to indicate meaning.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>2. Indicates needs and wants; participates as adult attends to needs</li> </ul>
Uses single word speech (one word to communicate message; child says, “up” when wanting to be carried by adult) or beginning sign language and symbols (“more,” nurse/bottle,” all done).	<ul style="list-style-type: none"> <li>9. Uses language to express thoughts and needs</li> <li>9a. Uses an expanding expressive vocabulary</li> <li>4. Names familiar people, animals, and objects</li> </ul> <ul style="list-style-type: none"> <li>9. Uses language to express thoughts and needs</li> <li>9b. Speaks clearly</li> <li>4. Uses some words and word-like sounds and is understood by most familiar people</li> </ul>
Uses some pronouns (mine).	<ul style="list-style-type: none"> <li>9. Uses language to express thoughts and needs</li> <li>9a. Uses an expanding expressive vocabulary</li> <li>4. Names familiar people, animals, and objects</li> </ul> <ul style="list-style-type: none"> <li>9. Uses language to express thoughts and needs</li> <li>9b. Speaks clearly</li> <li>4. Uses some words and word-like sounds and is understood by most familiar people</li> </ul>
Says short telegraphic sentences (e.g., “Me go.” or “There mama.”).	<ul style="list-style-type: none"> <li>9. Uses language to express thoughts and needs</li> <li>9a. Uses an expanding expressive vocabulary</li> <li>4. Names familiar people, animals, and objects</li> </ul> <ul style="list-style-type: none"> <li>9. Uses language to express thoughts and needs</li> <li>9b. Speaks clearly</li> <li>4. Uses some words and word-like sounds and is understood by most familiar people</li> </ul>

<b>Comprehension</b>	
<b>54:. Children demonstrate comprehension and meaning in language.</b>	
<b>Respond and attend to verbal and nonverbal communication.</b>	
Looks at familiar objects when named.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Responds to simple directions (e.g., “Wave bye-bye.”).	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Turns and looks at new sounds.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Recognizes own name.	29. Demonstrates knowledge about self
Attends to speaking.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Reacts to loud, angry, and friendly voices.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Through play, may understand prepositions (in and on).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down)



Expressive/Oral Language	
<b>55:. Children use language for a variety of purposes.</b>	
<b>Use vocalizations and words for a variety of purposes.</b>	
Produces different cries for different reasons.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Vocalizes in response to vocalization.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Imitates facial expressions.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Vocalizes in response to singing.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Whines with a purpose.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Replaces most gestures with words.	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people  9. Uses language to express thoughts and needs 9c. Uses conventional grammar 1 emerging to 2. Uses one- or two-word sentences or phrases
Plays simple games with an adult (peek-a-boo, patty cake).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Responds to peer vocalizations and words.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others

<p>Says single words to convey meaning (e.g., “Up,” meaning, I want up.).</p>	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                          4. Names familiar people, animals, and objects</p> <p>9. Uses language to express thoughts and needs                      9b. Speaks clearly                          4. Uses some words and word-like sounds and is understood by most familiar people</p> <p>9. Uses language to express thoughts and needs                      9c. Uses conventional grammar                          2. Uses one- or two-word sentences or phrases</p>
<p><b>Literacy</b></p>	
<p><b>Reading</b></p>	
<p><b>56:. Children develop phonological awareness.</b></p>	
<p><b>Use sounds for a variety of purposes.</b></p>	
<p>Vocalization and use of sounds becomes more complex.</p>	<p>9. Uses language to express thoughts and needs                      9b. Speaks clearly                          2. Babbles strings of single consonant sounds and combines sounds</p>
<p>Experiments with sounds such as blending vowels and consonants in babbling (bababa, dadada) and first words like Mama, Dada, ba for ball.</p>	<p>9. Uses language to express thoughts and needs                      9b. Speaks clearly                          2. Babbles strings of single consonant sounds and combines sounds</p>
<p>Begins to label objects, pictures, and body parts.</p>	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                          3 emerging to 4. Names familiar people, animals, and objects</p>
<p>Makes the sounds of animals and moving objects.</p>	<p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                          2. Imitates actions of others during play; uses real objects as props</p>
<p>Vocalizes familiar words when read to.</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                          2. Contributes particular language from the book at the appropriate time</p>

Recites last word of familiar rhymes, with assistance.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
<b>57:. Children demonstrate awareness of letters and symbols.</b>	
<b>Recognize visual representations of spoken language.</b>	
Points and makes sounds for pictures.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Shows a preference for favorite books.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Can begin to point to pictures when named.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs
Looks at books and turns pages.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Shows increasing awareness of the sound of spoken words by focusing on the speaker.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 1 emerging to 2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
<b>58:. Children demonstrate awareness of print concepts.</b>	
<b>Attend to visual features of a book.</b>	
Pays attention to pictures in books.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs

Holds cloth, plastic, or board book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Turns pages of a board book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Responds to mirrors and sensory material in books.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Recognizes a picture when named from a book.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Begins to position book right side up.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Shows increasing ability to handle books, without assistance.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
<b>59:. Children demonstrate comprehension of printed materials and oral stories.</b>	
<b>Engage actively with stories and pictures.</b>	
Participates in word games and finger play.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
Begins to show preference for favorite stories and books.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

Makes sounds to represent parts of a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
Anticipates action that accompanies parts of a story, song, or interactive play activities.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Responds to pictures, characters, or objects in books (points, vocalizes, or gestures).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Points or makes sounds when looking at picture books.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs  17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Points to familiar pictures, characters, and objects in books.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Identifies familiar people and objects in photographs.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
<b>60:. Children demonstrate awareness that written materials can be used for a variety of purposes.</b>	
<b>Participate actively in looking at picture books and written materials with caregiver.</b>	
Initiates interactions for sharing written materials.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Recognizes pictures that represent real objects.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs

Shows preference for familiar food labels, clothing, graphics, and characters.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> </ul>
Enjoys books with clear pictures or photos about daily routines (eating, toileting).	<ul style="list-style-type: none"> <li>17. Demonstrates knowledge of print and its uses</li> <li>17a. Uses and appreciates books <ul style="list-style-type: none"> <li>4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</li> </ul> </li> </ul>
Finds comfort and enjoyment in being read to.	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors <ul style="list-style-type: none"> <li>1a. Manages feelings</li> <li>2. Uses adult support to calm self</li> </ul> </li> <li>17. Demonstrates knowledge of print and its uses</li> <li>17a. Uses and appreciates books <ul style="list-style-type: none"> <li>2. Shows interest in books</li> </ul> </li> </ul>
<b>Writing</b>	
<b>61: Children demonstrate knowledge and use of letters and symbols.</b>	
<b>Begin to create symbols for communicating.</b>	
Makes marks on paper and other surfaces.	<ul style="list-style-type: none"> <li>19. Demonstrates emergent writing skills</li> <li>19b. Writes to convey meaning <ul style="list-style-type: none"> <li>1. Scribbles or marks</li> </ul> </li> </ul>
Explores materials and medium with hands, feet, and body.	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11d. Shows curiosity and motivation <ul style="list-style-type: none"> <li>4. Explores and investigates ways to make something happen</li> </ul> </li> </ul>
Begins to recognize that they can make marks on paper or surfaces.	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11d. Shows curiosity and motivation <ul style="list-style-type: none"> <li>3 emerging to 4. Explores and investigates ways to make something happen</li> </ul> </li> <li>19. Demonstrates emergent writing skills</li> <li>19b. Writes to convey meaning <ul style="list-style-type: none"> <li>0 emerging to 1. Scribbles or marks</li> </ul> </li> </ul>

<b>62:. Children use writing skills and demonstrate knowledge of writing conventions.</b>	
<b>Pick up objects with increasing control.</b>	
Uses palmer grasp (fist) to hold writing tools.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
Picks up small items using pincer grasp.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Crosses midline with hands.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Passes objects from one hand to the other.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
<b>63:. Children use writing for a variety of purposes.</b>	
<b>Experiment with cause and effect in their environment.</b>	
Explores cause and effect on the physical environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Makes marks on paper and shows them to others.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks

Makes marks with fingers (in food, dirt, or sand).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
<b>English Language Learners</b>	
<b>Dual Language Acquisition</b>	
<b>64: Children demonstrate competency in home language while acquiring beginning proficiency in English.</b>	
<b>Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Continues to develop communication skills in home language.</b>	
Responds to familiar words in home language.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Responds to simple voice commands and labeling in two languages.	37. Demonstrates progress in listening to and understanding English 2. Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English
Communicates needs in one- to two-word phrases in home language.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
Uses eight to ten understandable words in home language and may not possess any words in the English vocabulary.	9. Uses language to express thoughts and needs 9b. Speaks clearly 3 emerging to 4. Uses some words and word-like sounds and is understood by most familiar people
Communicates needs through single-word speech in home language and through facial expression, gestures, or actions (points to desired object) if attempting to communicate in English.	38. Demonstrates progress in speaking English 2. Repeats sounds and words in English, sometimes very quietly



<b>16 to 38 Months</b>	
<b>Communication</b>	
<b>Listening</b>	
<b>48: Children demonstrate the meaning of language by listening.</b>	
<b>Understand increasingly complex statements and requests.</b>	
Shows understanding of words by appropriate behavior or gesture; receptive language.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Locates items with verbal cue.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Performs simple actions with verbal cue (jump, wave, get, come).	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
Locates familiar objects, people, and body parts.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted  29. Demonstrates knowledge about self
Listens to short and simple stories; read and told.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Responds to two-step directions (e.g., “Go into your bedroom and get your socks.”).	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences

<b>Oral Communication</b>	
<b>49:. Children communicate effectively.</b>	
<b>Develop communication by moving from simple word combinations and gestures to more complex interactions.</b>	
Initiates communication using jargon, words, signs, and gestures.	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations</p>
Changes intonation and tone to convey meaning of words.	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
Uses sound effects in play.	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
Uses descriptors to describe object or event.	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences</p>
Vocalizes wants and needs.	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
Uses phrases or short sentences.	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases</p>
Uses pronouns to refer to self (e.g., “Me do it.”).	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>

Asks and answers simple questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
May tell simple stories and recount events.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 3 emerging to 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle,
Uses non-verbal gestures and body language to express needs and feelings (gives spontaneous hug).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
Addresses listener appropriately to get attention (when speaking to another child, uses child's name).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
<b>Conventions of Social Communication</b>	
<b>50:. Children comprehend and use conventions of social communication.</b>	
<b>Initiate interaction using social convention.</b>	
Uses object to initiate play or seek assistance from another child or caregiver.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Initiates communication using jargon, words, signs, gestures, and facial expression (e.g., says "hi" and touches a friend).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Vocalizes wants and needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Asks and answers simple questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

Takes turns in simple nonverbal directions.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
May use common expressions of politeness.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 5 emerging to 6. Uses acceptable language and social rules while communicating with others; may need reminders
Attends to speaker for a portion of a conversation, one on one.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 3 emerging to 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
Makes a related comment (e.g., adult says, “Here is your water,” child says “cup” or “water cup”).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
Makes a formal verbal or sign request or response (e.g., “Milk please,” “More,” “May I,” “Please,” “Thank you”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Participates in conversation that builds on an idea, request, or feelings.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 5 emerging to 6. Engages in conversations of at least three exchanges
<b>Language</b>	
<b>Vocabulary</b>	
<b>51:. Children use receptive vocabulary.</b>	
<b>Respond reciprocally to an expanding receptive vocabulary.</b>	
Understands and responds to simple questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

Points to body parts.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted  29. Demonstrates knowledge about self
Follows one to three step directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Points to pictures in books.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Enjoys rhymes and finger plays.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
Understands some prepositions.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 5 emerging to 6. Uses and responds appropriately to positional words indicating location, direction, and distance
Can match objects and pictures.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Identifies objects by function.	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events
Begins to understand action words. Responds to directions that include verbs (run, jump, reach, open).	8. Listens to and understands increasingly complex language 8b. Follows directions 3 emerging to 4. Follows simple requests not accompanied by gestures
Identifies some people, objects, and actions by name.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects

<b>52: Children use expressive vocabulary.</b>	
<b>Use words and simple phrases with intent.</b>	
Increasingly uses words and phrases.	<p>9. Uses language to express thoughts and needs  9b. Speaks clearly  4. Uses some words and word-like sounds and is understood by most familiar people</p> <p>9. Uses language to express thoughts and needs  9c. Uses conventional grammar  4. Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
May exhibit a period of silence when learning a second language.	<p>38. Demonstrates progress in speaking English  2. Repeats sounds and words in English, sometimes very quietly</p>
Expands vocabulary rapidly (up to 1,000 words by 36 months).	<p>9. Uses language to express thoughts and needs  9a. Uses an expanding expressive vocabulary  6. Describes and tells the use of many familiar items</p> <p>9. Uses language to express thoughts and needs  9b. Speaks clearly  6. Is understood by most people; may mispronounce new, long, or unusual words</p>
Initiates gestures.	<p>10. Uses appropriate conversational and other communication skills  10a. Engages in conversations  4. Initiates and attends to brief conversations</p>
Initiates communication.	<p>10. Uses appropriate conversational and other communication skills  10a. Engages in conversations  4. Initiates and attends to brief conversations</p>
May ask “wh” questions (why and what).	<p>9. Uses language to express thoughts and needs  9a. Uses an expanding expressive vocabulary  6. Describes and tells the use of many familiar items</p>

Asks others to label unfamiliar objects.	<p>1. Regulates own emotions and behaviors  1c. Takes care of own needs appropriately  4. Seeks to do things for self</p> <p>19. Demonstrates emergent writing skills  19b. Writes to convey meaning  4. Letter strings</p>
Starts to use short sentences.	<p>9. Uses language to express thoughts and needs  9c. Uses conventional grammar  3 emerging to 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
Uses personal pronouns (e.g., “Me do it.”).	<p>9. Uses language to express thoughts and needs  9c. Uses conventional grammar  4. Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
Uses attributes (descriptive words - big boy, red ball).	<p>9. Uses language to express thoughts and needs  9a. Uses an expanding expressive vocabulary  6. Describes and tells the use of many familiar items</p>
<b>53:. Children demonstrate progression in grammar and syntax.</b>	
<b>Move from using simple words to more complex word order, word combinations, and word endings to convey meaning more full</b>	
Uses words and phrases.	<p>9. Uses language to express thoughts and needs  9c. Uses conventional grammar  2. Uses one- or two-word sentences or phrases</p>
Uses primary pattern of noun plus verb.	<p>9. Uses language to express thoughts and needs  9c. Uses conventional grammar  4. Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
Experiments with word endings (-ing, regular plural - s, past tense - ed, and possessives – ‘s).	<p>9. Uses language to express thoughts and needs  9c. Uses conventional grammar  5 emerging to 6. Uses complete, four- to six-word sentences</p>

Uses negation in phrase form (e.g., “No milk.” “Not open.”).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
Includes adjectives with appropriate placement	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
Increases phrases from two words to three and four words.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
Uses three to four-word sentences with noun and verb.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
Describes a self-made drawing.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Uses simple questions in speech, but may not use correct grammar.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly



<b>Comprehension</b>	
<b>54:. Children demonstrate comprehension and meaning in language.</b>	
<b>Rapid increase in receptive vocabulary to reflect knowledge of their environment</b>	
Responds and acts on a familiar object when named.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Follows direction, moving from one step to two steps or three steps within a routine.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
Understands new words rapidly.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Understands simple descriptors (hot, wet, tall).	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Begins understanding of size concepts, counting, and family members' names.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects  20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object  22. Compares and measures 3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

Responds to yes/no questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Understands location phrases.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 5 emerging to 6. Uses and responds appropriately to positional words indicating location, direction, and distance
Recognizes and responds appropriately to nonverbal cues.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
<b>Expressive/Oral Language</b>	
<b>55:. Children use language for a variety of purposes.</b>	
<b>Use words, phrases, and sentences to meet social and physical needs.</b>	
Uses gestures or vocalizations to protest or to gain attention.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Exchanges gestures with adults.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Initiates turn-taking routines.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
Uses more words during turn-taking.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
Responds to peers with words.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations

Uses words and gestures to engage others in play (gestures and says, “chase!”).	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Uses short sentences or telegraphic speech to announce what he/she has done.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
Begins to recount an event, with assistance.	12. Remembers and connects experiences 12b. Makes connections 3 emerging to 4. Remembers the sequence of personal routines and experiences with teacher support
Begins to recall parts of a previously heard story.	18. Comprehends and responds to books and other texts 18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as
Requests to hear familiar stories, songs, and rhymes.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Begins to follow the sequence of events in an orally-narrated story.	8. Listens to and understands increasingly complex language 8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Mimics animal sounds.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else

<b>Literacy</b>	
<b>Reading</b>	
<b>56:. Children develop phonological awareness.</b>	
<b>Purposefully engage in activities that promote phonological awareness.</b>	
Anticipates action to accompany a song (“Ring around the rosie...we all fall down!”).	34. Explores musical concepts and expression
Anticipates auditory signals in the environment.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns  34. Explores musical concepts and expression  35. Explores dance and movement concepts
Repeats a refrain from a song heard before (E - I E-I-O).	34. Explores musical concepts and expression
Recognizes and labels familiar sounds in the environment.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Plays with sounds and words when taught (nanna banana, wiggle waggle wump).	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Recites phrases from familiar rhymes.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Completes a familiar rhyme by providing the last word.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously

Imitates tempo and speed of sound (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly).	34. Explores musical concepts and expression
<b>57:. Children demonstrate awareness of letters and symbols.</b>	
<b>Recognize visual symbols in their environment.</b>	
Names familiar pictures in books.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects  14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Uses symbols or pictures to represent oral language.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Begins to sing songs with alphabet by rote.	34. Explores musical concepts and expression
Begins to match similar shapes (shape puzzles or sorters).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 1 emerging to 2. Matches two identical shapes
Moves finger along in books - pretends to read text.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
Holds books upright and turns pages.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

<b>58:. Children demonstrate awareness of print concepts.</b>	
<b>Display awareness of the function and use of printed materials.</b>	
Handles book with purpose and care.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Knows where books are kept.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Returns books to designated place when asked.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Finds specific pictures in a familiar book.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Begins to turn pages; move from board books to conventional books.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 3 emerging to 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Recognizes specific books by cover.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Communicates a desire to be read to (locates a book and takes it to the reader).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Points to pictures in books.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs

Holds a book right side up.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
May have a favorite book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers  29. Demonstrates knowledge about self
<b>59: Children demonstrate comprehension of printed materials and oral stories.</b>	
<b>Begin to find meaning in stories and pictures.</b>	
Labels pictures with words.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Repeats familiar parts of a story, nursery rhyme, or music.	34. Explores musical concepts and expression
Uses a questioning intonation when talking about a story.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
Responds to “wh” questions (who, what, where, when, why) after hearing or reading a story.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Recalls specific characters or actions from a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
May have a favorite book and ask for it to be read multiple times.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

Pretends to read a book to self or favorite toy.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
Uses pictures to describe actions (e.g., views a picture of a person running, child says, “run.”).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Produces a multiple-word response to printed materials.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Anticipates what comes next in known stories, with assistance (anticipates the next animal in an animal concept book).	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
May use pretend play to act out familiar story.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
<b>60:. Children demonstrate awareness that written materials can be used for a variety of purposes.</b>	
<b>Engage independently in looking at books and listening to read stories.</b>	
Uses purposefully a variety of books for information, enjoyment, and recreation.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Recognizes familiar environmental print labels and logos (stop signs, cereal boxes, toys).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Enjoys books about different things (animals, occupations, trucks, farms, fairy tales, etc.).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books



Responds to emotional expressions in books.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
Uses labels and pictures to organize and categorize materials.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Enjoys books with clear pictures or photos about daily routines (eating, toileting).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
<b>Writing</b>	
<b>61: Children demonstrate knowledge and use of letters and symbols.</b>	
<b>Recognize that symbols have meaning.</b>	
Uses increasingly more purposeful scribbling.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Uses drawing and painting expressively.	33. Explores the visual arts
Uses horizontal scribbling to label drawings or imitate adults.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Makes intentional impressions with different materials.	33. Explores the visual arts
Notices both words and pictures on a page.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Labels pictures using scribble writing.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Uses symbols or pictures as a representation of oral language.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is

Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (a spoken word is also represented in print).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Talks about the meaning of what is being written or drawn (e.g., “this is the dinosaur eating…”).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
May substitute object as symbol (use block as phone or car).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
<b>62: Children use writing skills and demonstrate knowledge of writing conventions.</b>	
<b>Begin to use tools to write and draw.</b>	
Adjusts body position to facilitate writing.	29. Demonstrates knowledge about self
Holds paper with one hand while writing with the other hand.	29. Demonstrates knowledge about self
Copies vertical and horizontal lines.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Makes circular motions with writing utensil.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Uses a variety of writing tools.	28. Uses tools and other technology to perform tasks
Begins to use fingers to hold writing tools instead of fist.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 5 emerging to 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Uses whole arm to make writing movement.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

Scribbles and make marks on paper purposefully.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Names scribbles (tells others what scribbles mean).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Pretends to write on paper, without regard to location or direction.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
<b>63:. Children use writing for a variety of purposes.</b>	
<b>Make scribbles and mark in imitation of writing.</b>	
Makes scribbles and pictures to share with others.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Imitates the act of writing during play and familiar routines.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Uses writing props during play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
May request an adult to write name or message on their work.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Recognizes some environmental print/symbols (stop sign).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read

Asks adult to label pictures that he/she has drawn.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Makes cards to give peers and significant adults, with assistance.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
<b>English Language Learners</b>	
<b>Dual Language Acquisition</b>	
<b>64:. Children demonstrate competency in home language while acquiring beginning proficiency in English.</b>	
<b>Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Continues to develop vocabulary and fluency in home language.</b>	
Often uses sounds from home language when speaking in English.	38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Uses increased expressive and receptive English vocabulary.	38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
May exhibit a period of silence before a language surge.	37. Demonstrates progress in listening to and understanding English 2. Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English
Follows simple verbal direction in home language and attempts to make sense of a direction given in English when accompanied by a non-verbal gesture (signal for come here).	37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids
Often uses sounds from home language when speaking in English (e.g., Spanish “v” may be pronounced like “b” so Spanish-speaking child might say “bery” for “very”).	38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase

Has a larger vocabulary in home language and is beginning to acquire an English vocabulary.	38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Recalls words from simple songs in home language and recognizes words from songs in English.	37. Demonstrates progress in listening to and understanding English 2. Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English
Asks simple questions in home language and uses gestures or single words to ask questions in English.	38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Occasionally inserts words from home language while speaking in English.	38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
<b>36 to 60 Months</b>	
<b>Communication</b>	
<b>Listening</b>	
<b>48:. Children demonstrate the meaning of language by listening.</b>	
<b>Understand messages in conversations, directions, music, and stories.</b>	
Attends to simple stories.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Follows simple oral directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Gains information and understanding through listening.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

Understands messages in conversation.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Listens to finger plays, stories, and nursery rhymes.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Selects specific details in a story and repeats them.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Listens to others in a group discussion for a short period.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Responds to questions with appropriate answers.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Attends to an adult or peer who is speaking.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Follows multiple-step oral directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
Attends to complex stories.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories

Is working on understanding yesterday, today, and tomorrow.	31. Explores change related to familiar people or places
<b>Oral Communication</b>	
<b>49:. Children communicate effectively.</b>	
<b>Use communication with purpose to convey a message</b>	
Asks and answer simple questions (what, where, when).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Relays a simple message.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
States opinions and preferences using words, signs, or picture boards.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Speaks clearly enough to be understood by most listeners.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
Describes objects and events in detail.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Initiates conversation by making statements or asking questions (why, how, what, where).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Expresses an idea in more than one way.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

Uses character voices when retelling a story or event.	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
Uses multiple-word sentences to communicate.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
Responds meaningfully in conversation with adults and peers.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories  10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Adjusts communication style appropriately to a variety of settings.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
Starts to dictate stories or messages for adult to write out.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 3 emerging to 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3 emerging to 4. Letter strings
Listens while engaged in conversation in order to extend or connect an idea expressed.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories



Makes comments related to the topic being discussed.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
<b>Conventions of Social Communication</b>	
<b>50:. Children comprehend and use conventions of social communication.</b>	
<b>Actively seek and engage in social interactions.</b>	
Attends to speaker during a conversation.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
Seeks interaction with others (e.g., “Sing along with me,” “Read a story.”).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Asks for help.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
Initiates and takes turns in group conversations.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Recognizes appropriate time to enter conversation.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
Recognizes rising and falling intonations and what they mean (difference between a “what” question and a statement).	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Begins to demonstrate understanding of nonverbal cues (facial expressions for pride, displeasure, encouragement).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately

A bilingual child can adjust language and communication form according to the person with whom he/she is speaking.	38. Demonstrates progress in speaking English 7 emerging to 8. Uses increasingly complex grammar in English; makes some mistakes typical of young children
Uses and interprets appropriate language depending on the purpose.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Communicates appropriately with peers during play.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Defines the expectations during play.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Relates personal experiences to others.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end  12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
<b>Language</b>	
<b>Vocabulary</b>	
<b>51: Children use receptive vocabulary.</b>	
<b>Use responses that demonstrate an increased knowledge of specific concepts.</b>	
Identifies objects by category.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

Identifies objects by attribute.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Responds to who, what, where, why, and when questions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Understands simple time concepts (tonight, tomorrow, yesterday).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Begins to identify shapes and colors.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 3 emerging to 4. Identifies a few basic shapes (circle, square, triangle)
Understands number concepts (one, all, sets).	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Correctly answers yes and no questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Responds appropriately to a request (e.g., “Bring me the green towel.”).	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Has a receptive vocabulary of several hundred words in home language.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

Recognizes and responds to some family and traditional stories and their meanings.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories  29. Demonstrates knowledge about self
Identifies parts of an object.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Shows interest in why and how things work.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Follows simple directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Identifies verb tense in pictures.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
Understands full adult sentences.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Responds to opposites, comparatives, and superlatives.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Appreciates absurdities.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories

Responds to how questions.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>6. Describes and tells the use of many familiar items</p>
Recognizes and follow routines.	<p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>6. Manages classroom rules, routines, and transitions with occasional reminders</p>
Follows a change in a routine that has been described.	<p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<b>52:. Children use expressive vocabulary.</b>	
<b>Use phrases and sentences with functional and descriptive vocabulary.</b>	
Uses sentences three to seven words in length.	<p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>5 emerging to 6. Uses complete, four- to six-word sentences</p>
Takes turns in conversation.	<p>10. Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language</p> <p>6. Uses acceptable language and social rules while communicating with others; may need reminders</p>

Answers why, what, and where questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Retells an event or story.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view  18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
Answers simple comprehension questions from a story read aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
Memorizes and recite simple songs and finger plays.	34. Explores musical concepts and expression
Uses new vocabulary in spontaneous speech.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
Asks the meaning of unfamiliar words and then experiments with using them.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
Uses words to further describe actions or adjectives (running fast, playing well).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

Uses multiple words to explain ideas (e.g., when talking about primary caregiver says “mother/father” and/or “parent”).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
Uses words to express emotions (happy, sad, tired, scared).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Uses more complex vocabulary to describe events.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
<b>53:. Children demonstrate progression in grammar and syntax.</b>	
<b>Use basic conventions of grammar and syntax.</b>	
Uses articles in sentences (the ball, a cat).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
Uses complete sentences in conversations during play with peers.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
Begins to use correct question forms.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
Begins to use prepositions.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 3 emerging to 4. Follows simple directions related to proximity (beside, between, next to)

Talks in sentences with five to six words to describe people, places, and events.	<p>9. Uses language to express thoughts and needs  9a. Uses an expanding expressive vocabulary  6. Describes and tells the use of many familiar items</p> <p>9. Uses language to express thoughts and needs  9c. Uses conventional grammar  5 emerging to 6. Uses complete, four- to six-word sentences</p>
Uses more complex grammar and parts of speech.	<p>9. Uses language to express thoughts and needs  9c. Uses conventional grammar  8. Uses long, complex sentences and follows most grammatical rules</p>
Describes a task, project, and/or event sequentially in three or more sentences.	<p>12. Remembers and connects experiences  12a. Recognizes and recalls  6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>
Asks questions for information/clarification.	<p>8. Listens to and understands increasingly complex language  8a. Comprehends language  8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>
Uses sequence sentences in logical order.	<p>12. Remembers and connects experiences  12a. Recognizes and recalls  6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>
Begins to correctly use subject and verb tense.	<p>9. Uses language to express thoughts and needs  9c. Uses conventional grammar  5 emerging to 6. Uses complete, four- to six-word sentences</p>
Strings multiple sentences together in logical order.	<p>9. Uses language to express thoughts and needs  9c. Uses conventional grammar  5 emerging to 6. Uses complete, four- to six-word sentences</p>
Uses complex grammar and parts of speech.	<p>9. Uses language to express thoughts and needs  9c. Uses conventional grammar  8. Uses long, complex sentences and follows most grammatical rules</p>



Combines more than one idea using complex sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
<b>Comprehension</b>	
<b>54:. Children demonstrate comprehension and meaning in language.</b>	
<b>Respond verbally and non-verbally to verbal and gestural communication.</b>	
Understands new words rapidly.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Responds to simple questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Understands location phrases.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
Follows simple commands.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Responds to “wh” questions (what, when).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Begins to understand and recall information from stories.	8. Listens to and understands increasingly complex language 8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., “Please pick up your toys and then get your shoes.”).	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
Extends/expands the thought or idea expressed by another.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Engages in conversation that develops a thought or idea (tells about a past event).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)  12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
Understands and recalls information in books and stories.	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
Understands quantitative concepts (how many more chairs do we need?).	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Comprehends analogies.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Understands complex sentences.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories

Expressive/Oral Language	
<b>55:. Children use language for a variety of purposes.</b>	
<b>Follow social conventions to access, gain, and share information.</b>	
Uses words and phrases to relate observations, concepts, ideas, and relationships.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations  9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
Takes turns in conversation.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
Talks in sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
Responds to questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Uses words to protest.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Relates past or future events.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Asks questions to obtain information.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories

Participates in conversations about a variety of topics.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Engages in conversation with peers and adults.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Interprets written symbols, pictures, and letters to a listener.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Uses language to interpret the world.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Uses words to express feelings of self and others.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Uses own words to retell a story or to discuss an event in life	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view  18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters

<b>Literacy</b>	
<b>Reading</b>	
<b>56:. Children develop phonological awareness.</b>	
<b>Manipulate phonemes to make new words and to rhyme.</b>	
Discriminates sounds that are the same and different.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
Discriminates one sound out of many.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
Joins in and repeats rhyming songs, finger plays, and poems.	34. Explores musical concepts and expression
Listens for a particular word or phrase.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Fills in the missing rhyming word in a song or story. Shows beginning understanding of rhyme and alliteration.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously  15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
Makes three or more letter-sound correspondences (e.g., identifies that “David,” “day,” and “dog” all begin with “d”).	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
Finds objects in a picture with the same beginning sound, with assistance.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word

Differentiates between similar-sounding words (three and tree).	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
Fills in the missing rhyming word in a song or story.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Begins to recognize the similar initial sounds of words that begin the same way (bug, bat, boy).	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
Identifies the beginning sound of familiar words.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word
Claps syllables of own name and of familiar words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
<b>57:. Children demonstrate awareness of letters and symbols.</b>	
<b>Recognize letters as special symbols to represent spoken language.</b>	
Sings alphabet songs.	34. Explores musical concepts and expression
Knows that letters are symbols with individual names.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Begins to recognize letters in their name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 3 emerging to 4. Recognizes as many as 10 letters, especially those in own name
Recognizes and identifies letters in the environment (fast-food restaurants, stop signs, local stores).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

Recognizes beginning letters in familiar words (Mom, classmates' names).	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
Names and recognizes several letters beginning with letters in their own name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Recognizes written name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Begins to recognize letters in familiar words and names them.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order  16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Begins to make letter sound connections.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 3 emerging to 4. Produces the correct sounds for 10–20 letters
Recognizes the difference between numbers and letters	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
<b>58:. Children demonstrate awareness of print concepts.</b>	
<b>Know that languages and words can be in written form.</b>	
Turns pages one at a time.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

Begins to read books from front to back.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 3 emerging to 4. Indicates where to start reading and the direction to follow
Enjoys following along as book is read.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
Begins to understand that printed text carries meaning when read.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Differentiates between print and pictures.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Knows first and last page of a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Identifies some individual letters in text (usually letters in name).	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Shows understanding that letters make up words.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation



Recognizes front and back of book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Identifies or recognizes signs, symbols, or labels in the environment.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Recognizes that written words represent spoken words.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Shows general knowledge of how print works (know that name begins with a big letter).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Identifies words that look similar and different, with assistance.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Begins to understand that print progresses from left to right (exceptions are Arabic, Chinese, and Japanese text).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 3 emerging to 4. Indicates where to start reading and the direction to follow
<b>59:. Children demonstrate comprehension of printed materials and oral stories.</b>	
<b>Understand information from oral stories, reading books, and pictures.</b>	
Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult

Orally fills in or completes familiar text when looking at picture books.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
Begins to make predictions for what comes next in the story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Explores characters in stories with puppets, dramatic play, and flannel board figures.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Begins to make personal connections to character and events in a story.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Uses pictures to predict a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Matches pictures with spoken words in the home language.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Recognizes own name when spelled out in letters.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Recites some words in familiar books from memory.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult

Identifies major characters in story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Begins to understand the sequence of a story (beginning, middle, and end).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult  18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
Makes up an ending for a story.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
Pretends to read a familiar book.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
Recognizes that oral language has a written counterpart (a spoken phrase can be written and read).	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Describes character and events in stories.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Relates stories to real life experiences.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

Retells sequence of events in a story using illustrations in a book or literary props.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Asks questions for clarification and further understanding.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
Recalls specific details or events in a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>60:. Children demonstrate awareness that written materials can be used for a variety of purposes.</b>	
<b>Use books and written materials to gain information and enjoyment.</b>	
Uses signs in the environment for information.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Recognizes that print is read in stories.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Uses maps, menus, cookbooks, dictionaries during play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Uses printed materials for entertainment (pretending to read).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else

Recognizes that different text forms have different purposes (grocery list is different than a written story).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
Finds information in books.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
Imitates common reading activities appropriately in play (pretends to use directions while putting something together, pretends to write a list or message).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Realizes that letters and words represent ideas and feelings.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Follows pictorial directions for cooking, assembling toys, and building models.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols
Recognizes that printed materials have power (addresses, phone numbers, last name, knowledge).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
Selects books to read.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Cares appropriately for books and pictures.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

<b>Writing</b>	
<b>61: Children demonstrate knowledge and use of letters and symbols.</b>	
<b>Begin to write and draw to communicate language.</b>	
Uses horizontal scribbling with breaks or separate marks to represent writing.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Creates representational drawings.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Uses scribbling to represent their name.	19. Demonstrates emergent writing skills 19a. Writes name 2. Controlled linear scribbles
Knows the difference between printed letters and drawings.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Attempts to copy one or more letters of the alphabet.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Labels pictures using letter-like marks.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Knows that alphabet letters are a special category of graphics that can be individually named.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Identifies letters to match the said-aloud letter name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name

Works at writing own name.	19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms
Shows awareness of the difference between own writing and conventional print.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Shows awareness of two or more different writing systems (especially appropriate for ELL and bilingual/multilingual children).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Uses pictures, symbols, and letters to convey meaning.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Uses letters to represent sounds in words.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Prints some alphabet letters for given letter names.	19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms
<b>62:. Children use writing skills and demonstrate knowledge of writing conventions.</b>	
<b>Use tools to write and draw with increasing coordination.</b>	
Uses tripod grasp to hold writing tools.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Uses whole arm and finger movements to write.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

Intentionally scribbles to convey meaning; tells caregiver what it means.	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>4. Draws or constructs, and then identifies what it is</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>2. Controlled linear scribbles</p>
Makes strings of letters or marks from left to right.	<p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>4. Letter strings</p>
Begins to copy simple shapes.	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
Draws a basic six (plus)-part person with some detail and content.	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>4. Draws or constructs, and then identifies what it is</p>
Intentionally scribbles or writes to convey meaning.	<p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>2. Controlled linear scribbles</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>3. Mock letters or letter-like forms</p>
Uses invented spelling with letters and marks to represent words.	<p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>5. Early invented spelling</p>
Uses letter-like symbols to express an idea.	<p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>3. Mock letters or letter-like forms</p>



Writes some letters or numerals.	<p>19. Demonstrates emergent writing skills  19b. Writes to convey meaning  4. Letter strings</p> <p>20. Uses number concepts and operations  20c. Connects numerals with their quantities  8. Identifies numerals to 20 by name and connects each to counted objects</p>
Prints or copies first name.	<p>19. Demonstrates emergent writing skills  19a. Writes name  6. Accurate name</p>
Attempts to copy words from print.	<p>11. Demonstrates positive approaches to learning  11c. Solves problems  4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
Draws basic geometric shapes (circle, triangle).	<p>14. Uses symbols and images to represent something not present  14a. Thinks symbolically  4. Draws or constructs, and then identifies what it is</p>
Uses pretend writing activities during play to show print conventions in home language.	<p>14. Uses symbols and images to represent something not present  14b. Engages in sociodramatic play  4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
Uses letters and symbols to label or convey directions (SV for Save sign on block building).	<p>19. Demonstrates emergent writing skills  19b. Writes to convey meaning  4. Letter strings</p>

<b>63:. Children use writing for a variety of purposes.</b>	
<b>Make scribbles, pictures, and symbols with meaning.</b>	
Makes scribbles and pictures to express an idea.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Uses representational scribbles and marks during play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Asks an adult to label a picture.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Uses letter-like symbols to make lists, letters, and stories.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Copies some environmental print/symbols.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Talks out loud about creative ideas and stories, and asks adult to write them out.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Asks adult to write out rhymes, or child's invented song.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

Creates notes and messages for a purpose.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
<b>English Language Learners</b>	
<b>Dual Language Acquisition</b>	
<b>64: Children demonstrate competency in home language while acquiring beginning proficiency in English.</b>	
<b>Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.</b>	
Recalls words from simple songs in home language and recognizes words from songs in English.	37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids
Occasionally inserts words from home language while speaking English.	38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Demonstrates understanding that there are languages other than the home language (identifies sentence spoken in home language in comparison to one spoken in English).	30. Shows basic understanding of people and how they live
Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language.	37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids
Focuses on the meaning of words rather than grammar in acquiring spoken English language competency.	38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Follows linguistic rules of home language and constructs own rules for English.	38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase

Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate.	38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
A bilingual child adjusts language and communication form used according to person with whom he/she is speaking or place where he/she is at.	37. Demonstrates progress in listening to and understanding English 8. Understands increasingly complex English phrases used by adults and children
<b>60 Months through Kindergarten</b>	
<b>Communication</b>	
<b>Listening</b>	
<b>48: Children demonstrate the meaning of language by listening.</b>	
<b>Interpret messages in conversations, directions, music, and stories with increased complexity.</b>	
Attends to book reading/story telling for at least five minutes.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Listens to others and responds in group conversations and discussions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Notices different tones and cadences (recognizes the difference between humorous and serious voice inflection).	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Enjoys listening to stories from different sources (in person, on the radio).	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories

<b>Oral Communication</b>	
<b>49:. Children communicate effectively.</b>	
<b>Adjust communication to varied conversational and situational contexts.</b>	
Initiates conversation by making statements or asking questions.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Expresses an idea in more than one way.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
Adjusts communication style to listener (when talking to a younger child uses simple words).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
Uses character voices when retelling a story or event.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Understands the concept of writing to communicate information or messages (attempts to write a short phrase or greeting).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Draws pictures with objects and people to communicate an idea or event, with assistance.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
Makes, with assistance, a simple storybook using pictures, personal experience, or culture and some words.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5 emerging to 6. Late invented spelling

<b>Conventions of Social Communication</b>	
<b>50:. Children comprehend and use conventions of social communication.</b>	
<b>Use appropriate social conventions in communication with adults and peers.</b>	
Uses language appropriately with different audiences (uses different words with peers and adults), most of the time.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
Uses language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
Adjusts intonation and volume in a variety of settings (whispers when a baby is sleeping).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
Engages appropriately in communication with peers during play (talking, listening, gesturing).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
<b>Language</b>	
<b>Vocabulary</b>	
<b>51:. Children use receptive vocabulary.</b>	
<b>Use responses that increase participation in specific learning and social contexts</b>	
Demonstrates understanding of an increasing number of technical and specialized words (pediatrician is a child's doctor).	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories

Understands words that mean the same thing (synonyms) and some words that mean the opposite thing (antonyms).	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
<b>52:. Children use expressive vocabulary.</b>	
<b>Use oral and written communication for a variety of purposes.</b>	
Uses lengthened and complex sentences.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
Uses multiple sentences to communicate experiences and tell a story.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences  9. Uses language to express thoughts and needs 9d. Tells about another time or place 3 emerging to 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end  12. Remembers and connects experiences 12a. Recognizes and recalls 5 emerging to 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
Expresses different tenses.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
Expresses most feelings and emotions using words.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Names some non-present objects using appropriate words.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects

Uses words correctly to indicate understanding.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Defines words, with assistance (e.g., “Firefighters put out fires.”).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
<b>53:. Children demonstrate progression in grammar and syntax.</b>	
<b>Use most conventions in speech form and structure.</b>	
Demonstrates beginning skills in using sentences in a logical sequence.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
Uses sentences (in child’s home language) that show an emergence of grammatical correctness with subject/verb agreement.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
Begins to use verb-tense appropriately with regular verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
Begins to notice when simple sentences do not make sense, with assistance.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
<b>Comprehension</b>	
<b>54:. Children demonstrate comprehension and meaning in language.</b>	
<b>Respond to verbal and nonverbal communication, and recognize subtleties in communication.</b>	
Follows two-part and three-part directions unfamiliar to the daily routine.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences



<p>Uses and understands complex sentences in the home language.</p>	<p>8. Listens to and understands increasingly complex language              8a. Comprehends language                  8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>9. Uses language to express thoughts and needs              9c. Uses conventional grammar                  8. Uses long, complex sentences and follows most grammatical rules</p>
<p>Plays with language (jokes, riddles, words that sound fun together).</p>	<p>9. Uses language to express thoughts and needs              9a. Uses an expanding expressive vocabulary                  8. Incorporates new, less familiar or technical words in everyday conversations</p> <p>9. Uses language to express thoughts and needs              9b. Speaks clearly                  8. Pronounces multisyllabic or unusual words correctly</p>
<p>Begins to represent a storyline through drawing, acting, or singing; with assistance.</p>	<p>14. Uses symbols and images to represent something not present              14a. Thinks symbolically                  5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<p>Retells simple stories in sequence.</p>	<p>18. Comprehends and responds to books and other texts              18c. Retells stories                  6. Retells a familiar story in proper sequence, including major events and characters</p>
<p><b>Expressive/Oral Language</b></p>	
<p><b>55:. Children use language for a variety of purposes.</b></p>	
<p><b>Use language to address functional needs, to solve complex problems, and to create ideas and schemes.</b></p>	
<p>Describes the details of a recent event or occurrence.</p>	<p>12. Remembers and connects experiences              12a. Recognizes and recalls                  6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>

Tells stories with descriptions of characters and events.	<p>9. Uses language to express thoughts and needs</p> <p>9d. Tells about another time or place</p> <p>6. Tells stories about other times and places that have a logical order and that include major details</p>
Uses oral language to express emotions and thoughts.	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>6. Describes and tells the use of many familiar items</p>
Enjoys listening to stories from diverse cultures.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>30. Shows basic understanding of people and how they live</p>
Enjoys making up stories.	<p>9. Uses language to express thoughts and needs</p> <p>9d. Tells about another time or place</p> <p>4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
Tells jokes to elicit others' laughter.	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>8. Incorporates new, less familiar or technical words in everyday conversations</p>
Creates made-up words and jokes.	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>8. Incorporates new, less familiar or technical words in everyday conversations</p>

<b>Literacy</b>	
<b>Reading</b>	
<b>56:. Children develop phonological awareness.</b>	
<b>Recognize individual sounds in words.</b>	
Matches picture with articulated initial letter sound (matches the picture of a dog with the sound “d”).	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word
Begins to recognize vowel sounds, with assistance.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
Begins to blend individual letter sounds to make a new word, with assistance (e.g., “b” “a” “l”... what’s the word? “Ball.”).	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
Recognizes which segment of a word is left off when spoken aloud, with assistance, (e.g., “picture,” and can recognize the “p” is left off when “icture” is said).	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
When given a word (“man”) and a new beginning sound (“f”), can create the familiar word (“fan”).	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
Divides words into syllables, with assistance.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
Begins to create and invent words by substituting one sound for another (bandaid/dambaid).	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words

<b>57:. Children demonstrate awareness of letters and symbols.</b>	
<b>Attach meaning to letters and the sounds they make.</b>	
Demonstrates understanding that letters have a name and a sound.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Makes many letter/sound matches.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 4. Produces the correct sounds for 10–20 letters
Identifies a letter for a given letter name, for most letters.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order
Recognizes letters in own name and the names of others.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
Correctly identifies ten or more letters of the alphabet	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
<b>58:. Children demonstrate awareness of print concepts.</b>	
<b>Demonstrate increasing skills in print directionality and understand that print holds meaning.</b>	
Demonstrates how to follow text in proper order on a written page while reading or following along (for English: left to right and top to bottom).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line

Recognizes difference between letters and numbers.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Identifies letters in first name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Points to the title of a book when asked.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Reads familiar sight words (names on cereal boxes).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
Reads own first name and those of some peers.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Reads some environmental print (bus).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
May recognize when something is written in his/her home language.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

<b>59: Children demonstrate comprehension of printed materials and oral stories.</b>	
<b>Interpret information from stories and printed material.</b>	
Knows that print conveys meaning.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Compares stories with real life.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Uses pictures to infer or predict meaning in text read aloud and/or shared with others.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Uses strategies such as questioning or predicting to comprehend printed material.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Recalls a story with some level of detail pertaining to the characters and setting.	18. Comprehends and responds to books and other texts 18c. Retells stories 8. Retells stories with many details about characters, events, and storylines
<b>60: Children demonstrate awareness that written materials can be used for a variety of purposes.</b>	
<b>Use books and written materials to expand knowledge and enjoy creative themes.</b>	
Uses picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols  24. Uses scientific inquiry skills

Recognizes function of common labels in the environment (restroom sign).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Uses a simple cookbook, map, or similar printed material; with assistance.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
Makes up rhymes, word walls, and short stories	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word
<b>Writing</b>	
<b>61: Children demonstrate knowledge and use of letters and symbols.</b>	
<b>Use print for communication</b>	
Works to write own name.	19. Demonstrates emergent writing skills 19a. Writes name 4. Letter strings
Recognizes several uppercase and lowercase letters.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
Prints some alphabet letters for given letter names.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3 emerging to 4. Letter strings
Writes some uppercase and lowercase letters, without assistance.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3 emerging to 4. Letter strings
Writes first names of others or some simple words.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
Writes some simple words on paper after adult segments words into individual sounds, out loud (c – l – a – p = clap).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling

Recognizes initial letters in their names and titles of books	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
<b>62:. Children use writing skills and demonstrate knowledge of writing conventions.</b>	
<b>Use tools to copy and write shapes and letters.</b>	
Uses writing tool with tripod grasp.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Uses multiple writing tools to create pictures.	28. Uses tools and other technology to perform tasks
Copies shapes and letters.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Uses invented spelling with letters and marks to represent words.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
Imitates common writing activities in play (letters, cards, menus).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Uses multiple writing tools (paint, crayons, pencils, and/or pens) to create a picture.	28. Uses tools and other technology to perform tasks
Adjusts grasp to size of writing tool.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 8. Uses three-point finger grip and efficient hand placement when writing and drawing
Demonstrates beginning of creative writing by using invented spelling and/or pictures to express an idea or story.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling



<b>63:. Children use writing for a variety of purposes.</b>	
<b>Assign meaning to writing attempts.</b>	
Creates notes and messages for a purpose.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Dictates stories and ideas.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Shares writing with others.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Imitates common writing activities in play (writing letters, cards, newspaper).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Writes simple expressions in greeting cards and letters (Hi, Hello).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling

<b>English Language Learners</b>	
<b>Dual Language Acquisition</b>	
<b>64:. Children demonstrate competency in home language while acquiring beginning proficiency in English.</b>	
<b>Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Uses appropriate forms of communication for a variety of purposes in home language; vocabulary continues to increase.</b>	
Recognizes the difference between words spoken in home language and words spoken in English.	37. Demonstrates progress in listening to and understanding English 6. Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
Exhibits a gap between conversational language and instructional language.	37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids
Makes consistent grammatical errors (mans for men).	38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Begins to understand that non-family adults and peers may not understand home language.	30. Shows basic understanding of people and how they live
Follows multi-step directions in home language and single-step directions in English.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Demonstrates understanding of words used in the home language that are different from English.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Re-tells a simple story told in the home language but may only be able to re-tell a few words from a story told in English.	38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea