HIGHSCOPE®

THE HIGHSCOPE curriculum AND COR Advantage®

2018 North Dakota Early Learning Standards

Infant-Toddler and Preschool

2026 HighScope Alignment

ALIGNMENT



ND 18, HS 26										
Domain	**Sub-Domain**	**IT Goal Code**	**IT Goal Description**	**P Goal Code**	**P Goal Description**	**Age Band**	**Developmental Progression / Indicator**	**COR Advantage Items**	**Key Developmental Indicators (KDIs)**	**Early Learning Goals (ELGs)**
Approaches to Play and Learning (APL)	Emotional and Behavioral Self-Regulation	IT-APL 1	Child manages feelings and emotions with support of familiar adults	P-APL 1	Child manages emotions with increasing independence	Birth–9 Months	Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						8–18 Months	Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						16–36 Months	Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						36–48 Months	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	D. Emotions; C. Reflection; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 6. Reflection: Children reflect on their experiences.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children manage less intense emotions with increasing independence and seek or accept adult support when emotions are more intense.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children use familiar strategies based on previous experiences to respond to challenging situations.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children appropriately seek support from trusted adults when needed.

						48–60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions but shows increasing skill in successfully using strategies suggested by adults.	D. Emotions; C. Reflection; E. Building relationships with adults; A. Initiative and planning	9. Emotions: Children recognize, label, and regulate their feelings.; 6. Reflection: Children reflect on their experiences.; 12. Building relationships: Children build relationships with other children and adults.; 1. Initiative: Children demonstrate initiative as they explore their world.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children use an expanding range of strategies to manage emotions of varying intensity and increasingly apply strategies suggested by adults successfully.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children select, try, and adapt strategies to manage challenging situations.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children seek adult support during highly distressing situations while showing increasing independence.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate increasing independence in using strategies and taking action to manage familiar challenges.

		IT-APL 2	Child manages actions and behavior with support of familiar adults	P-APL 2	Child follows classroom rules and routines with increasing independence	Birth–9 Months	Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						8–18 Months	Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						16–36 Months	Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "Stop" or "No" during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired.	D. Emotions E. Building relationships with adults L. Speaking F. Building relationships with other children K. Personal care and healthy behavior	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 7. Relationships with peers: Children build relationships with peers. 3. Self-help: Children do things for themselves.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

						36–48 Months	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	G. Community; M. Listening and comprehension; E. Building relationships with adults	11. Community: Children participate in the community of the classroom.; 21. Comprehension: Children understand language.; 12. Building relationships: Children build relationships with other children and adults.	Social Studies — SS 8.2.1 Community Membership: Children participate in classroom routines, expectations, and responsibilities with adult guidance.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to simple directions and requests from others.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children respond to guidance and support from trusted adults.

						48–60 Months	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	G. Community; K. Personal care and healthy behavior; M. Listening and comprehension; D. Emotions	11. Community: Children participate in the community of the classroom.; 18. Personal care: Children carry out personal care routines on their own.; 19. Healthy behavior: Children engage in healthy practices.; 21. Comprehension: Children understand language.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social Studies — SS 8.2.1 Community Membership: Children follow classroom routines and expectations with increasing independence and occasional adult reminders.; Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines such as cleaning up and washing hands.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and follow multi-step directions and familiar routines.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate behavior and follow familiar expectations with increasing independence.
				P-APL 3	Child appropriately handles and takes care of	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					classroom materials	36–48 Months	Handles classroom materials, such as putting them where they belong, with adult support.	G. Community; K. Personal care and healthy behavior; E. Building relationships with adults	11. Community: Children participate in the community of the classroom.; 18. Personal care: Children carry out personal care routines on their own.; 12. Building relationships: Children build relationships with other children and adults.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community, including caring for shared materials with adult guidance.; Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in familiar routines and responsibilities.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children respond to guidance and support from trusted adults.

						48–60 Months	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	G. Community; D. Emotions; K. Personal care and healthy behavior	11. Community: Children participate in the community of the classroom.; 9. Emotions: Children recognize, label, and regulate their feelings.; 18. Personal care: Children carry out personal care routines on their own.	Social Studies — SS 8.2.1 Community Membership: Children demonstrate increasing responsibility for shared classroom materials and use them appropriately.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their actions and behavior with increasing independence.; Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in routines and responsibilities.
				P-APL 4	Child manages actions, words, and behavior with	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					increasing independence	36–48 Months	Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	D. Emotions; G. Community; F. Building relationships with other children; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children manage actions, words, and behavior with frequent adult guidance and reminders.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children use increasingly positive and respectful behaviors when interacting with peers and adults.; Social Studies — SS 8.2.1 Community Membership: Children participate in classroom expectations and routines with adult support.

						48–60 Months	Manages own actions, words, and behavior with occasional support from adults.	D. Emotions; G. Community; F. Building relationships with other children	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate actions, words, and behavior with increasing independence and require only occasional adult support.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children increasingly manage their behavior in ways that support positive interactions with others.; Social Studies — SS 8.2.1 Community Membership: Children follow classroom expectations with increasing independence.
	Cognitive Self-Regulation	IT-APL 3	Child maintains focus and sustains attention with support	P-APL 6	Child maintains focus and sustains attention with minimal adult support	Birth–9 Months	Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	B. Problem solving with materials E. Building relationships with adults BB. Observing and classifying	2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationships with adults: Children build relationships with other adults. 32. Observing: Children observe the people and things in their world.	Approaches to Learning – Children attend to and engage with people, objects, and experiences with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

8–18 Months	Shows increasing ability to attend to people, objects, and activities in order to extend or complete an activity, or to join.	A. Initiative and planning B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
16–36 Months	Participates in activities and experiences with people, objects, or materials that require attention and common focus.	A. Initiative and planning B. Problem solving with materials F. Building relationships with other children BB. Observing and classifying	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play. 7. Relationships with peers: Children build relationships with peers. 32. Observing: Children observe the people and things in their world.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						36–48 Months	With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	C. Engagement; M. Listening and comprehension	3. Engagement: Children focus on activities that interest them.; 21. Comprehension: Children understand language.	Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children focus attention on tasks and experiences for brief periods, with adult support, even when distractions or interruptions are present.; Language and Literacy — LL 4.1.2 Language & Communication: Children attend to and respond to information, directions, and communication from others.
						48–60 Months	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	C. Engagement	3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention on tasks and experiences for increasingly longer periods of time and demonstrate increasing independence in maintaining focus despite distractions or interruptions.
		IT-APL 4	Child develops the ability to show persistence in actions and behavior	P-APL 7	Child persists in tasks	Birth–9 Months	Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.	E. Building relationships with adults H. Engagement and persistence	6. Relationships with adults: Children build relationships with other adults. 10. Engagement and persistence: Children focus on and remain involved in activities.	Approaches to Learning – Children sustain attention and engagement with people, objects, and activities with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

8–18 Months	Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	H. Engagement and persistence B. Problem solving with materials L. Speaking	10. Engagement and persistence: Children focus on and remain involved in activities. 2. Problem solving: Children solve problems encountered in exploration and play. 18. Two-way communication: Children participate in two-way communication.	Approaches to Learning – Children persist in activities and problem solving with adult support. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
16–36 Months	Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.	H. Engagement and persistence B. Problem solving with materials A. Initiative and planning	10. Engagement and persistence: Children focus on and remain involved in activities. 2. Problem solving: Children solve problems encountered in exploration and play. 1. Initiative: Children express initiative.	Approaches to Learning – Children persist in activities and problem solving with increasing independence. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

						36–48 Months	Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	C. Engagement; B. Problem solving with materials	3. Engagement: Children focus on activities that interest them.; 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort during preferred activities when faced with small challenges, with or without adult support.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children adjust strategies and continue working when initial attempts do not succeed.
						48–60 Months	Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	C. Engagement; G. Community; A. Initiative and planning	3. Engagement: Children focus on activities that interest them.; 11. Community: Children participate in the community of the classroom.; 2. Planning: Children make plans and follow through on their intentions.	Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort on preferred tasks and increasingly persist during less-preferred or challenging activities with or without adult support.; Social Studies — SS 8.2.1 Community Membership: Children participate in classroom responsibilities and routines, including cleanup.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children follow through on tasks and responsibilities with increasing independence.

		IT-APL 5	Child demonstrates the ability to be flexible in actions and behavior	P-APL 5	Child demonstrates an increasing ability to control impulses	Birth–9 Months	Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	B. Problem solving with materials H. Engagement and persistence L. Speaking	2. Problem solving: Children solve problems encountered in exploration and play. 10. Engagement and persistence: Children focus on and remain involved in activities. 18. Two-way communication: Children participate in two-way communication.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
						8–18 Months	Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.	H. Engagement and persistence B. Problem solving with materials A. Initiative and planning	10. Engagement and persistence: Children focus on and remain involved in activities. 2. Problem solving: Children solve problems encountered in exploration and play. 1. Initiative: Children express initiative.	Approaches to Learning – Children shift attention and use flexible approaches during play and problem solving. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

16–36 Months	Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	D. Emotions G. Community B. Problem solving with materials M. Listening and comprehension	8. Emotions: Children express emotions. 11. Group participation: Children participate in group routines. 2. Problem solving: Children solve problems encountered in exploration and play. 16. Listening and responding: Children listen and respond.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Approaches to Learning – Children flexibly adjust behavior and approaches in response to changing situations and routines. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
36–48 Months	Frequently engages in impulsive behaviors but inhibits them when directly supported by an adult.	D. Emotions; G. Community; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.; 12. Building relationships: Children build relationships with other children and adults.	D. Emotions; G. Community; E. Building relationships with adults

						48–60 Months	Sometimes controls impulses independently, while at other times needs support from an adult.	D. Emotions; G. Community; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.; 12. Building relationships: Children build relationships with other children and adults.	D. Emotions; G. Community; E. Building relationships with adults
				P-APL 8	Child holds information in mind and manipulates it to	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					perform tasks	36–48 Months	Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	M. Listening and comprehension; C. Reflection; A. Initiative and planning	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.; 2. Planning: Children make plans and follow through on their intentions.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and follow simple multi-step directions and hold information in mind long enough to complete familiar tasks.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children use remembered information and prior experiences to guide actions.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children identify and follow steps to accomplish a simple goal.

						48–60 Months	Holds an increasing amount of information in mind in order to successfully complete tasks.	M. Listening and comprehension; C. Reflection; A. Initiative and planning; C. Engagement	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.; 2. Planning: Children make plans and follow through on their intentions.; 3. Engagement: Children focus on activities that interest them.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and retain increasingly complex directions and information in order to complete tasks.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children hold and use information from prior experiences while solving problems and completing tasks.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children remember and carry out increasingly complex sequences of steps toward a goal.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention while holding information in mind to complete activities.
				P-APL 9	Child demonstrates flexibility in thinking and	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					behavior	36–48 Months	Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	B. Problem solving with materials; C. Reflection; A. Initiative and planning	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 2. Planning: Children make plans and follow through on their intentions.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize when an approach is not working and, with adult support, adjust strategies or try a different solution.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children revise or adjust plans as they work toward a goal.
						48–60 Months	Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	B. Problem solving with materials; C. Reflection; H. Conflict resolution; F. Building relationships with other children	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 15. Conflict resolution: Children resolve social conflicts.; 12. Building relationships: Children build relationships with other children and adults.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children demonstrate increasing flexibility by independently changing strategies and responding to suggestions when solving problems.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use flexible and positive strategies, such as taking turns or sharing, to resolve social problems.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children consider others' needs and perspectives during peer interactions.

	Initiative and Curiosity	IT-APL 6	Child demonstrates emerging initiative in interactions, experiences, and explorations	P-APL 10	Child demonstrates initiative and independence	Birth–9 Months	Initiates interactions with familiar adults through expressions, actions, or behaviors.	A. Initiative and planning E. Building relationships with adults L. Speaking	1. Initiative: Children express initiative. 6. Relationships with adults: Children build relationships with other adults. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
						8–18 Months	Points to desired people, objects, or places. Initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.	A. Initiative and planning L. Speaking FF. Knowledge of self and others E. Building relationships with adults	1. Initiative: Children express initiative. 17. Nonverbal communication: Children communicate nonverbally. 5. Sense of self: Children express a sense of self. 6. Relationships with adults: Children build relationships with other adults.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

16–36 Months	Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	A. Initiative and planning G. Community F. Building relationships with other children	1. Initiative: Children express initiative. 11. Group participation: Children participate in group routines. 7. Relationships with peers: Children build relationships with peers.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
36–48 Months	Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	A. Initiative and planning; C. Engagement; E. Building relationships with adults	1. Initiative: Children demonstrate initiative as they explore their world.; 3. Engagement: Children focus on activities that interest them.; 12. Building relationships: Children build relationships with other children and adults.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative in interactions and learning experiences and begin to act independently without adult prompting.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain engagement independently for brief periods during meaningful activities.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children engage positively and confidently with familiar adults.

						48–60 Months	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	A. Initiative and planning; C. Engagement	1. Initiative: Children demonstrate initiative as they explore their world.; 3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate increasing initiative and independence, especially during activities that interest them.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and work independently for increasing periods of time during meaningful activities.
		IT-APL 7	Child shows interest in and curiosity about objects, materials, or events	P-APL 11	Child shows interest in and curiosity about the world around them	Birth–9 Months	Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	A. Initiative and planning D. Emotions CC. Experimenting, predicting, and drawing conclusions	1. Initiative: Children express initiative. 8. Emotions: Children express emotions. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Science – 6.3.2 Children notice how objects move and change.

						8–18 Months	Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.	A. Initiative and planning BB. Observing and classifying M. Listening and comprehension	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 16. Listening and responding: Children listen and respond.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Language and Literacy – 4.1.2 Children understand and respond to questions from others.

						16–36 Months	Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.	A. Initiative and planning B. Problem solving with materials BB. Observing and classifying L. Speaking	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

						36–48 Months	Seeks out new information and explores new play and tasks with adult support.	A. Initiative and planning; D. Use of resources; C. Engagement	1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.; 3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate curiosity and initiative as they explore new information, activities, and experiences with adult support.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children engage in and sustain attention during new and familiar experiences.; Language and Literacy — LL 4.1.3 Language & Communication: Children seek information and ask questions to learn more about topics and experiences.

						48–60 Months	Seeks out new information and explores new play and tasks both independently and with adult support.	A. Initiative and planning; D. Use of resources; C. Engagement	1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.; 3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children independently and with support seek new information, explore unfamiliar activities, and demonstrate curiosity in learning.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children engage in new and familiar experiences with increasing independence.; Language and Literacy — LL 4.1.3 Language & Communication: Children actively seek information and ask questions to extend their learning.
	Creativity	IT-APL 8	Child uses creativity to increase understanding and learning	P-APL 12	Child expresses creativity in thinking and communication	Birth–9 Months	Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	A. Initiative and planning E. Building relationships with adults L. Speaking	1. Initiative: Children express initiative. 6. Relationships with adults: Children build relationships with other adults. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

						8–18 Months	Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	A. Initiative and planning AA. Pretend play B. Problem solving with materials	1. Initiative: Children express initiative. 36. Imitating and pretending: Children imitate and pretend. 2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Creative Arts – 9.4.1 Children participate in play scenarios. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).

						16–36 Months	Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	A. Initiative and planning X. Art B. Problem solving with materials D. Emotions	1. Initiative: Children express initiative. 37. Exploring art materials: Children explore building and art materials. 2. Problem solving: Children solve problems encountered in exploration and play. 8. Emotions: Children express emotions.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

						36–48 Months	Responds to adults' prompts to express creative ideas in words and/or actions.	L. Speaking; AA. Pretend play; X. Art; Z. Movement	22. Speaking: Children express themselves using language.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas with adult support.; Creative Arts — CA 9.4.1 Dramatic Play: Children represent ideas and experiences through pretend play.; Creative Arts — CA 9.1.1 Visual Arts: Children communicate ideas through visual art.; Creative Arts — CA 9.3.1 Expressive Movement: Children use movement and actions to express ideas and feelings.

						48–60 Months	Communicates creative ideas and actions both with and without prompting from adults.	L. Speaking; A. Initiative and planning; AA. Pretend play; X. Art; Z. Movement	22. Speaking: Children express themselves using language.; 1. Initiative: Children demonstrate initiative as they explore their world.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	Language and Literacy — LL 4.1.1 Language & Communication: Children communicate ideas and experiences with increasing independence.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and independence in expressing and acting on ideas.; Creative Arts — CA 9.4.1 Dramatic Play: Children independently create and communicate imaginative ideas through play.; Creative Arts — CA 9.1.1 Visual Arts: Children communicate ideas through self-directed art experiences.; Creative Arts — CA 9.3.1 Expressive Movement: Children independently use movement and actions to express ideas and feelings.
		IT-APL 9	Child shows	P-APL 13	Child uses imaginatio	Birth–9 Months	Emerging Skills			

			imaginati on in play and interactio ns with others		n in play and interaction s with others	8–18 Months	Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	L. Speaking N. Phonological awareness W. Music and movement	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
						16–36 Months	Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	AA. Pretend play F. Building relationships with other children B. Problem solving with materials	36. Imitating and pretending: Children imitate and pretend. 7. Relationships with peers: Children build relationships with peers. 2. Problem solving: Children solve problems encountered in exploration and play.	Creative Arts – 9.4.1 Children participate in play scenarios. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).

						36–48 Months	Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	AA. Pretend play; X. Art; L. Speaking; A. Initiative and planning	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 22. Speaking: Children express themselves using language.; 1. Initiative: Children demonstrate initiative as they explore their world.	Creative Arts — CA 9.4.1 Dramatic Play: Children use imagination to create and represent roles, ideas, and experiences through pretend play.; Creative Arts — CA 9.1.1 Visual Arts: Children use a variety of materials and processes to represent imaginative ideas and experiences.; Language and Literacy — LL 4.1.1 Language & Communication: Children communicate creative ideas and experiences to adults and peers.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and creativity as they explore and develop ideas.

						48–60 Months	Develops more elaborate imaginary play, stories, and other creative works with children and adults.	AA. Pretend play; X. Art; L. Speaking; F. Building relationships with other children; E. Building relationships with adults	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Creative Arts — CA 9.4.1 Dramatic Play: Children create increasingly elaborate and sustained imaginary play scenarios, roles, and stories with others.; Creative Arts — CA 9.1.1 Visual Arts: Children create increasingly detailed and purposeful artistic representations.; Language and Literacy — LL 4.1.1 Language & Communication: Children use increasingly complex language to develop and share stories and creative ideas.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children collaborate with adults and peers during shared creative experiences.
Social-Emotional Development (SE)	Relationships with Adults	IT-SE 1	Child develops expectations of consistent, positive interactions through secure relationships with familiar	P-SE 1	Child engages in and maintains positive relationships and interactions with adults	Birth–9 Months	Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

			familiar adults			8–18 Months	Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
						16–36 Months	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.	E. Building relationships with adults D. Emotions	6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

						36–48 Months	Engages in positive interactions with adults, by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	E. Building relationships with adults; D. Emotions; D. Use of resources; L. Speaking	12. Building relationships: Children build relationships with other children and adults.; 9. Emotions: Children recognize, label, and regulate their feelings.; 5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with trusted adults and seek adult support when needed.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children manage separation from trusted adults with increasing confidence in familiar settings.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children use available resources, including adults, to solve problems.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to share ideas and participate in interactions.

						48–60 Months	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	E. Building relationships with adults; D. Emotions; L. Speaking; M. Listening and comprehension	12. Building relationships: Children build relationships with other children and adults.; 9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children demonstrate enjoyment, trust, and increasing reciprocity in interactions with familiar and unfamiliar adults.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children separate from trusted adults with minimal distress in familiar settings.; Language and Literacy — LL 4.1.1 Language & Communication: Children initiate and sustain increasingly extended reciprocal conversations and interactions.; Language and Literacy — LL 4.1.2 Language & Communication: Children attend to and respond to information from communication partners.

		IT-SE 2	Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults	P-SE 2	Child engages in prosocial and cooperative behavior with adults	Birth–9 Months	Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.	E. Building relationships with adults M. Listening and comprehension D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults. 16. Listening and responding: Children listen and respond. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
						8–18 Months	Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
						16–36 Months	Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	E. Building relationships with adults D. Emotions Q. Book enjoyment and knowledge	6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions. 20. Exploring print: Children explore picture books and magazines.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Language and Literacy – 4.5.2 Children engage with books read by adults.

						36–48 Months	Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.	E. Building relationships with adults; G. Community; M. Listening and comprehension; H. Conflict resolution	12. Building relationships: Children build relationships with other children and adults.; 11. Community: Children participate in the community of the classroom.; 21. Comprehension: Children understand language.; 15. Conflict resolution: Children resolve social conflicts.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children engage in positive interactions with familiar adults and respond to adult guidance with increasing cooperation.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to requests, directions, and information from others.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children begin to resolve minor social conflicts with adult support.; Social Studies — SS 8.2.1 Community Membership: Children participate in classroom routines and expectations with guidance.

						48–60 Months	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	E. Building relationships with adults; G. Community; M. Listening and comprehension; H. Conflict resolution; D. Emotions	12. Building relationships: Children build relationships with other children and adults.; 11. Community: Children participate in the community of the classroom.; 21. Comprehension: Children understand language.; 15. Conflict resolution: Children resolve social conflicts.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children maintain positive, cooperative relationships with adults and respond appropriately to requests and guidance with increasing independence.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and follow increasingly complex requests and directions.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children resolve minor conflicts with adults using positive strategies and limited support.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate behavior with increasing independence in response to social expectations and reminders.

		IT-SE 3	Child learns to use adults as a resource to meet needs			Birth–9 Months	Communicates needs to familiar adults by using a variety of behaviors, such as crying, looking, smiling, pointing, dropping, reaching, or banging objects.	L. Speaking E. Building relationships with adults D. Emotions	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
						8–18 Months	Looks to or seeks help from a familiar adult, such as taking the adult's hand and leading them to something the child wants or needs.	E. Building relationships with adults L. Speaking A. Initiative and planning	6. Relationships with adults: Children build relationships with other adults. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 1. Initiative: Children express initiative.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

						16–36 Months	Asks familiar adult for help or assistance when encountering difficult tasks or situations.	E. Building relationships with adults L. Speaking B. Problem solving with materials	6. Relationships with adults: Children build relationships with other adults. 19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication. 2. Problem solving: Children solve problems encountered in exploration and play.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			

	Relationships with Other Children	IT-SE 4	Child shows interest in, interacts with, and develops personal relationships with other children	P-SE 3	Child engages in and maintains positive interactions and relationships with other children	Birth–9 Months	Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.	F. Building relationships with other children L. Speaking BB. Observing and classifying	7. Relationships with peers: Children build relationships with peers. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 32. Observing: Children observe the people and things in their world.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
						8–18 Months	Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.	F. Building relationships with other children L. Speaking FF. Knowledge of self and others	7. Relationships with peers: Children build relationships with peers. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 4. Distinguishing self and others: Children distinguish themselves from others.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

						16–36 Months	Seeks out other children for social interaction, including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	F. Building relationships with other children A. Initiative and planning L. Speaking AA. Pretend play	7. Relationships with peers: Children build relationships with peers. 1. Initiative: Children express initiative. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 36. Imitating and pretending: Children imitate and pretend.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Creative Arts – 9.4.1 Children participate in play scenarios.

						36–48 Months	Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.	F. Building relationships with other children; G. Community; H. Conflict resolution; L. Speaking	12. Building relationships: Children build relationships with other children and adults.; 11. Community: Children participate in the community of the classroom.; 15. Conflict resolution: Children resolve social conflicts.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with peers and increasingly sustain interactions with less adult support.; Social Studies — SS 8.2.1 Community Membership: Children participate cooperatively in classroom and group experiences.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies such as sharing and turn-taking to manage social situations.; Language and Literacy — LL 4.1.1 Language & Communication: Children participate in conversations and exchanges with peers.

						48–60 Months	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	F. Building relationships with other children; G. Community; C. Engagement	12. Building relationships: Children build relationships with other children and adults.; 11. Community: Children participate in the community of the classroom.; 3. Engagement: Children focus on activities that interest them.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children sustain increasingly positive peer interactions, demonstrate prosocial behaviors, and begin to form preferences for particular play partners or friendships.; Social Studies — SS 8.2.1 Community Membership: Children participate cooperatively and contribute to the classroom community.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain engagement for increasing periods of time during meaningful activities and interactions.

		IT-SE 5	Child imitates and engages in play with other children	P-SE 4	Child engages in cooperative play with other children	Birth–9 Months	Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	F. Building relationships with other children L. Speaking BB. Observing and classifying	7. Relationships with peers: Children build relationships with peers. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 32. Observing: Children observe the people and things in their world.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
						8–18 Months	Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.	F. Building relationships with other children AA. Pretend play N. Phonological awareness	7. Relationships with peers: Children build relationships with peers. 36. Imitating and pretending: Children imitate and pretend. 41. Sounds: Children explore and imitate sounds.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Creative Arts – 9.4.1 Children participate in play scenarios. Language and Literacy – Children notice and respond to sounds in language and the environment.

16–36 Months	Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	F. Building relationships with other children G. Community AA. Pretend play	7. Relationships with peers: Children build relationships with peers. 11. Group participation: Children participate in group routines. 36. Imitating and pretending: Children imitate and pretend.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support. Creative Arts – 9.4.1 Children participate in play scenarios.
36–48 Months	Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	F. Building relationships with other children; A. Initiative and planning; AA. Pretend play; G. Community	12. Building relationships: Children build relationships with other children and adults.; 2. Planning: Children make plans and follow through on their intentions.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 11. Community: Children participate in the community of the classroom.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with peers through cooperative play.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate ideas, make shared plans, and follow through on intentions.; Creative Arts — CA 9.4.1 Dramatic Play: Children create and coordinate play scenarios, roles, and ideas with others.; Social Studies — SS 8.2.1 Community Membership: Children participate cooperatively in group experiences.

						48–60 Months	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	F. Building relationships with other children; A. Initiative and planning; C. Engagement; AA. Pretend play	12. Building relationships: Children build relationships with other children and adults.; 2. Planning: Children make plans and follow through on their intentions.; 3. Engagement: Children focus on activities that interest them.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children sustain increasingly coordinated and cooperative peer interactions.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children work with others to make and carry out shared plans.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain engagement for increasing periods of time during meaningful activities.; Creative Arts — CA 9.4.1 Dramatic Play: Children participate in increasingly complex and sustained shared play scenarios.
				P-SE 5	Child uses basic problem-solving skills to resolve	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					conflicts with other children	36–48 Months	Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	H. Conflict resolution; F. Building relationships with other children; L. Speaking	15. Conflict resolution: Children resolve social conflicts.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children begin to recognize social problems and, with adult guidance, suggest and use positive strategies to resolve conflicts.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with peers.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language to describe problems, express needs, and suggest solutions.

						48–60 Months	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	H. Conflict resolution; F. Building relationships with other children; G. Community; L. Speaking	15. Conflict resolution: Children resolve social conflicts.; 12. Building relationships: Children build relationships with other children and adults.; 11. Community: Children participate in the community of the classroom.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children recognize and describe social problems, generate solutions, compromise, and increasingly resolve simple conflicts independently while seeking adult support for more challenging situations.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children maintain positive peer relationships through cooperation and negotiation.; Social Studies — SS 8.2.1 Community Membership: Children participate cooperatively in group activities and classroom experiences.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language to negotiate, explain perspectives, and reach mutually acceptable solutions.

	Emotional Functioning	IT-SE 6	Child learns to express a range of emotions	P-SE 6	Child expresses a broad range of emotions and recognizes these emotions in self and others	Birth–9 Months	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing, or through facial expressions, body movements, or gestures, often to elicit a response from a familiar adult.	D. Emotions E. Building relationships with adults L. Speaking	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
						8–18 Months	Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						16–36 Months	Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	D. Emotions FF. Knowledge of self and others F. Building relationships with other children	8. Emotions: Children express emotions. 5. Sense of self: Children express a sense of self. 4. Distinguishing self and others: Children distinguish themselves from others. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						36–48 Months	Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	D. Emotions; L. Speaking; F. Building relationships with other children; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children express a range of emotions, recognize strong emotions in others, and begin to use words to label familiar feelings such as happy, sad, and mad.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express feelings and experiences.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children notice and respond to the feelings of others during interactions.

						48–60 Months	Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.	D. Emotions; L. Speaking; F. Building relationships with other children; C. Reflection	9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.; 6. Reflection: Children reflect on their experiences.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children recognize, label, and discuss an increasingly complex range of emotions in themselves and others, including feelings such as worried or embarrassed.; Language and Literacy — LL 4.1.1 Language & Communication: Children use increasingly specific language to describe feelings and social experiences.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children recognize others' emotional states and use this understanding during peer interactions.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children reflect on experiences and use prior understanding to guide responses.

		IT-SE 7	Child recognizes and interprets emotions of others with the support of familiar adults			Birth–9 Months	Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	D. Emotions E. Building relationships with adults F. Building relationships with other children	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – Children notice and respond to the emotions of others.
						8–18 Months	Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles, or showing excitement when other children are excited.	D. Emotions E. Building relationships with adults F. Building relationships with other children	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – Children notice and respond to the emotions of others.

						16–36 Months	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	D. Emotions L. Speaking M. Listening and comprehension F. Building relationships with other children	8. Emotions: Children express emotions. 19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication. 16. Listening and responding: Children listen and respond. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
		IT-SE 8	Child expresses care and concern toward others	P-SE 7	Child expresses care and concern toward others	Birth–9 Months	May cry when another child cries.	D. Emotions F. Building relationships with other children	8. Emotions: Children express emotions. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – Children notice and respond to the emotions of others.

8–18 Months	Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.	D. Emotions F. Building relationships with other children E. Building relationships with adults	8. Emotions: Children express emotions. 7. Relationships with peers: Children build relationships with peers. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – Children notice and respond to the emotions of others.
16–36 Months	Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	D. Emotions F. Building relationships with other children E. Building relationships with adults L. Speaking	8. Emotions: Children express emotions. 7. Relationships with peers: Children build relationships with peers. 6. Relationships with adults: Children build relationships with other adults. 19. Speaking: Children speak. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

						36–48 Months	Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	D. Emotions; F. Building relationships with other children; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children recognize and respond to the emotions of others.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children demonstrate emerging empathy and concern for peers and may seek adult help when another child is distressed.
						48–60 Months	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	D. Emotions; F. Building relationships with other children; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children identify and respond appropriately to the emotions of others.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children demonstrate empathy, concern, and supportive behavior toward peers, independently or by seeking adult assistance when appropriate.

		IT-SE 9	Child manages emotions with the support of familiar adults	P-SE 8	Child manages emotions with increasing independence	Birth–9 Months	Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						8–18 Months	Looks to or seeks comfort from a familiar adult when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						16–36 Months	Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.	D. Emotions; E. Building relationships with adults; C. Reflection	9. Emotions: Children recognize, label, and regulate their feelings.; 12. Building relationships: Children build relationships with other children and adults.; 6. Reflection: Children reflect on their experiences.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children begin to use familiar strategies to manage stress and strong emotions, including seeking comfort from familiar adults or using comforting objects.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children seek support from trusted adults when needed.

						36–48 Months	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	D. Emotions; C. Reflection; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 6. Reflection: Children reflect on their experiences.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate less intense emotions with increasing independence and seek or accept adult support when emotions are more intense.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children use and adapt familiar strategies based on prior experiences.
						48–60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions but shows increasing skill in managing emotions independently.	D. Emotions; C. Reflection; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 6. Reflection: Children reflect on their experiences.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children use an expanding range of strategies to manage emotions of varying intensity and demonstrate increasing independence in regulating behavior and feelings.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children appropriately seek adult support when needed.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children select and adapt strategies to respond to challenging situations.

	Sense of Identity and Belonging	IT-SE 10	Child shows awareness about self and how to connect with others	P-SE 9	Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests	Birth–9 Months	Learns about self by exploring hands, feet, body, and movement.	FF. Knowledge of self and others I. Gross-motor skills J. Fine-motor skills	5. Sense of self: Children express a sense of self. 13. Moving the whole body: Children move the whole body. 12. Moving parts of the body: Children move parts of the body.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
						8–18 Months	Experiments with use of hands and body, discovering new capacities, and how movement and gestures can be used to relate to others.	FF. Knowledge of self and others I. Gross-motor skills J. Fine-motor skills L. Speaking	5. Sense of self: Children express a sense of self. 13. Moving the whole body: Children move the whole body. 12. Moving parts of the body: Children move parts of the body. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

16–36 Months	Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.	FF. Knowledge of self and others D. Emotions L. Speaking	5. Sense of self: Children express a sense of self. 4. Distinguishing self and others: Children distinguish themselves from others. 8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
36–48 Months	Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	FF. Knowledge of self and others; L. Speaking	7. Self-identity: Children have a positive self-identity.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, including their physical characteristics, behaviors, preferences, and feelings.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to describe themselves and express preferences.

						48–60 Months	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	FF. Knowledge of self and others; L. Speaking; BB. Observing and classifying	7. Self-identity: Children have a positive self-identity.; 22. Speaking: Children express themselves using language.; 46. Classifying: Children classify materials, actions, people, and events.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children demonstrate increasing awareness of their own characteristics, interests, and preferences.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use increasingly detailed language to compare and describe themselves and other people.
		IT-SE 11	Child understands some characteristics of self and others	P-SE 10	Child expresses confidence in own skills and positive feelings about self	Birth–9 Months	Listens and responds by quieting, smiling, or cooing when name is said to child or when it is used in conversation with a familiar adult.	FF. Knowledge of self and others M. Listening and comprehension E. Building relationships with adults	5. Sense of self: Children express a sense of self. 16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

8–18 Months	Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	FF. Knowledge of self and others M. Listening and comprehension E. Building relationships with adults	5. Sense of self: Children express a sense of self. 16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
16–36 Months	Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	FF. Knowledge of self and others BB. Observing and classifying	4. Distinguishing self and others: Children distinguish themselves from others. 5. Sense of self: Children express a sense of self. 33. Same and different: Children notice sameness and difference.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Mathematics – Children notice similarities and differences and sort or match objects.

						36–48 Months	Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	FF. Knowledge of self and others; A. Initiative and planning; L. Speaking; E. Building relationships with adults	7. Self-identity: Children have a positive self-identity.; 1. Initiative: Children demonstrate initiative as they explore their world.; 22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, their abilities, accomplishments, preferences, and feelings.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and increasing confidence as they participate in familiar and new experiences.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to share ideas and experiences.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children seek and respond to supportive interactions with adults.

						48–60 Months	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	FF. Knowledge of self and others; A. Initiative and planning; L. Speaking; F. Building relationships with other children; E. Building relationships with adults	7. Self-identity: Children have a positive self-identity.; 1. Initiative: Children demonstrate initiative as they explore their world.; 22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children demonstrate increasing confidence and pride in their abilities and accomplishments.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and independence in participating in learning experiences.; Language and Literacy — LL 4.1.1 Language & Communication: Children contribute increasingly often to conversations and group discussions and share ideas with increasing independence.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships while sharing experiences and accomplishments with adults and peers.

		IT-SE 12	Child shows confidence in own abilities through relationships with others			Birth–9 Months	Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	L. Speaking E. Building relationships with adults	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 6. Relationships with adults: Children build relationships with other adults.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						8–18 Months	Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.	A. Initiative and planning FF. Knowledge of self and others L. Speaking E. Building relationships with adults	1. Initiative: Children express initiative. 5. Sense of self: Children express a sense of self. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 6. Relationships with adults: Children build relationships with other adults.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						16–36 Months	Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	A. Initiative and planning FF. Knowledge of self and others K. Personal care and healthy behavior E. Building relationships with adults F. Building relationships with other children	1. Initiative: Children express initiative. 5. Sense of self: Children express a sense of self. 3. Self-help: Children do things for themselves. 6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Physical Development and Health – Children participate in personal care routines with increasing independence.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
		IT-SE 13	Child develops a sense of belonging through relationships with others	P-SE 11	Child has sense of belonging to family, community, and other groups	Birth–9 Months	Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	C. Reflection E. Building relationships with adults K. Personal care and healthy behavior	31. Memory: Children remember people and objects. 6. Relationships with adults: Children build relationships with other adults. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Physical Development and Health – Children participate in personal care routines with increasing independence.

8–18 Months	Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	C. Reflection G. Community E. Building relationships with adults	31. Memory: Children remember people and objects. 11. Group participation: Children participate in group routines. 6. Relationships with adults: Children build relationships with other adults.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
16–36 Months	Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	C. Reflection L. Speaking FF. Knowledge of self and others	31. Memory: Children remember people and objects. 19. Speaking: Children speak. 4. Distinguishing self and others: Children distinguish themselves from others.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

						36–48 Months	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	FF. Knowledge of self and others; G. Community; L. Speaking; X. Art	7. Self-identity: Children have a positive self-identity.; 11. Community: Children participate in the community of the classroom.; 22. Speaking: Children express themselves using language.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe themselves and others in their families, classroom, and local community.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and experiences.; Creative Arts — CA 9.1.1 Visual Arts: Children create 2-D and 3-D representations of ideas, people, places, and experiences.

						48–60 Months	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	FF. Knowledge of self and others; G. Community; L. Speaking; C. Reflection	7. Self-identity: Children have a positive self-identity.; 11. Community: Children participate in the community of the classroom.; 22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe themselves and others in their families, classroom, and local community.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to share ideas, stories, and experiences.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recall and reflect on previous experiences.

Language and Communication (LC)	Language – Attending and Understanding	IT-LC 1	Child attends to, understands, and responds to communication and language from others	P-LC 1	Child attends to communication and language from others	Birth–9 Months	Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.	M. Listening and comprehension L. Speaking E. Building relationships with adults	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 6. Relationships with adults: Children build relationships with other adults.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						8–18 Months	Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words, or actions, such as looking at people or objects being referred to in the environment.	M. Listening and comprehension L. Speaking E. Building relationships with adults BB. Observing and classifying	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 6. Relationships with adults: Children build relationships with other adults. 28. Locating objects: Children explore and notice the location of objects.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

16–36 Months	Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.	M. Listening and comprehension L. Speaking E. Building relationships with adults	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 6. Relationships with adults: Children build relationships with other adults.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
36–48 Months	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	M. Listening and comprehension; L. Speaking; E. Building relationships with adults; F. Building relationships with other children	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.2 Language & Communication: Children attend to and respond to comments, questions, and information communicated through spoken language, sign, and other forms of communication.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children participate in responsive interactions and conversations with adults and peers.

						48–60 Months	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	M. Listening and comprehension; L. Speaking; E. Building relationships with adults; F. Building relationships with other children	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to increasingly complex comments, questions, and information and sustain attention during longer, multi-turn conversations communicated through spoken language, sign, or other forms of communication.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children maintain positive, responsive interactions with adults and peers over increasingly extended exchanges.
		IT-LC 2	Child learns from communication and language experiences with others	P-LC 2	Child understands and responds to increasingly complex communication and language from others	Birth–9 Months	Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	M. Listening and comprehension E. Building relationships with adults BB. Observing and classifying	16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other adults. 32. Observing: Children observe the people and things in their world.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						8–18 Months	Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	M. Listening and comprehension L. Speaking E. Building relationships with adults BB. Observing and classifying	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 6. Relationships with adults: Children build relationships with other adults. 28. Locating objects: Children explore and notice the location of objects.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

16–36 Months	Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	M. Listening and comprehension L. Speaking E. Building relationships with adults Q. Book enjoyment and knowledge W. Music and movement C. Reflection	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 6. Relationships with adults: Children build relationships with other adults. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 31. Memory: Children remember people and objects.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – Children participate in familiar rhymes and songs. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
36–48 Months	Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond verbally and nonverbally to increasingly longer sentences, simple questions, directions, and information from others.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of simple stories and information presented orally.

						48–60 Months	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond appropriately to increasingly complex statements, questions, directions, and information containing multiple ideas.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of increasingly complex stories and oral information containing multiple events, details, and ideas.
	Language – Communicating and Speaking	IT-LC 3	Child communicates needs and wants non-verbally and by using language	P-LC 3	Child varies the amount of information provided to meet the demands of the situation	Birth–9 Months	Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	L. Speaking E. Building relationships with adults D. Emotions	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

8–18 Months	Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.	L. Speaking M. Listening and comprehension K. Personal care and healthy behavior	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 16. Listening and responding: Children listen and respond. 3. Self-help: Children do things for themselves.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others. Physical Development and Health – Children participate in personal care routines with increasing independence.
16–36 Months	Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas. Children who are dual language learners may combine their languages or switch between them.	L. Speaking M. Listening and comprehension	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication. 17. Nonverbal communication: Children communicate nonverbally. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others.

						36–48 Months	Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	L. Speaking; M. Listening and comprehension; E. Building relationships with adults	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — Language & Communication: Children use spoken language, sign, and other forms of communication for a variety of purposes and begin to provide enough information to express needs, wants, ideas, and requests.; Social and Emotional Learning — Social-Awareness and Relationships: Children communicate with familiar and other adults to seek assistance and participate in positive interactions.
						48–60 Months	Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	L. Speaking; M. Listening and comprehension; E. Building relationships with adults	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — Language & Communication: Children use spoken language, sign, and other forms of communication flexibly for a variety of purposes and provide increasingly specific detail to express needs, wants, ideas, and requests.; Social and Emotional Learning — Social-Awareness and Relationships: Children communicate effectively with a variety of adults to seek support, share information, and meet needs.

		IT-LC 4	Child uses non-verbal communication and language to engage others in interaction	P-LC 4	Child understands, follows, and uses appropriate social and conversational rules	Birth–9 Months	Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.	L. Speaking E. Building relationships with adults	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 6. Relationships with adults: Children build relationships with other adults.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						8–18 Months	Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.	L. Speaking E. Building relationships with adults F. Building relationships with other children	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

16–36 Months	Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	L. Speaking D. Emotions E. Building relationships with adults F. Building relationships with other children	18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
36–48 Months	Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns and, with support, will sometimes use appropriate tone and volume for different situations.	L. Speaking; M. Listening and comprehension; E. Building relationships with adults; F. Building relationships with other children	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — Language & Communication: Children participate in brief back-and-forth conversations with adults and peers and begin to use appropriate tone and volume for different social situations with support.; Social and Emotional Learning — Social-Awareness and Relationships: Children engage positively with adults and peers during conversations and group interactions.

						48–60 Months	Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	L. Speaking; M. Listening and comprehension; E. Building relationships with adults; F. Building relationships with other children	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — Language & Communication: Children maintain multi-turn conversations by responding to others, asking questions, and contributing relevant information.; Language and Literacy — Language & Communication: Children increasingly adjust tone, volume, and other features of communication to fit the social setting.; Social and Emotional Learning — Social-Awareness and Relationships: Children establish and maintain positive relationships through responsive communication with adults and peers.
		IT-LC 5	Child uses increasingly complex language in	P-LC 5	Child expresses self in increasingly long, detailed, and	Birth–9 Months	Explores sounds common in many languages, such as "ma-ma" or "ba-ba."	N. Phonological awareness L. Speaking	41. Sounds: Children explore and imitate sounds. 19. Speaking: Children speak.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

			conversation with others		sophisticated ways	8–18 Months	Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	L. Speaking M. Listening and comprehension E. Building relationships with adults	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other adults.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						16–36 Months	Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.	L. Speaking M. Listening and comprehension C. Reflection	18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 16. Listening and responding: Children listen and respond. 31. Memory: Children remember people and objects.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

						36–48 Months	Communicates clearly enough to be understood by familiar adults but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.	L. Speaking; M. Listening and comprehension	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 21. Comprehension: Children understand language.	Language and Literacy — Language & Communication: Children communicate clearly enough to be understood by familiar adults, use increasingly complete phrases and sentences, and provide multiple pieces of information about a familiar topic with support.; Language and Literacy — Language & Communication: Children use increasingly complex vocabulary and grammatical structures in conversations.
						48–60 Months	Communicates clearly enough to be understood by familiar and unfamiliar adults but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	L. Speaking	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — Language & Communication: Children communicate increasingly clearly with familiar and unfamiliar communication partners and use increasingly complex spoken language. Note: The source indicator supplied was incomplete, so alignment is limited to the portion provided.

		IT-LC 6	Child initiates non-verbal communication and language to learn and gain information			Birth–9 Months	Takes turns in non-verbal conversations by using facial expressions, sounds, gestures, or signs to initiate or respond to communication.	L. Speaking E. Building relationships with adults	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 6. Relationships with adults: Children build relationships with other adults.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						8–18 Months	Asks simple questions using gestures, such as pointing, signs or words, with variations in pitch and intonation.	L. Speaking M. Listening and comprehension N. Phonological awareness	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others.

						16–36 Months	Seeks information and meaning of words by asking questions in words or signs, such as "What's that?" or "Who's that?" or "Why?"	L. Speaking M. Listening and comprehension A. Initiative and planning	18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 16. Listening and responding: Children listen and respond. 1. Initiative: Children express initiative.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
	Language – Vocabulary	IT-LC 7	Child understands an increasing number of words used in communication	P-LC 6	Child understands and uses a wide variety of words for a variety of purposes	Birth–9 Months	Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.	M. Listening and comprehension BB. Observing and classifying	16. Listening and responding: Children listen and respond. 28. Locating objects: Children explore and notice the location of objects.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.

			with others			8–18 Months	Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	M. Listening and comprehension L. Speaking BB. Observing and classifying	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally. 28. Locating objects: Children explore and notice the location of objects.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
						16–36 Months	Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	M. Listening and comprehension L. Speaking E. Building relationships with adults F. Building relationships with other children	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication. 6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						36–48 Months	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	L. Speaking; D. Use of resources; BB. Observing and classifying	23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.; 5. Use of resources: Children gather information and formulate ideas about their world.; 46. Classifying: Children classify materials, actions, people, and events.	Language and Literacy — LL 4.1.4 Language & Communication: Children demonstrate rapid growth in vocabulary and use new words to describe actions, emotions, objects, ideas, and relationships among them.; Language and Literacy — LL 4.1.1 Language & Communication: Children use new vocabulary in meaningful contexts to express ideas and experiences.

						48–60 Months	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	L. Speaking; D. Use of resources; M. Listening and comprehension	23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.; 5. Use of resources: Children gather information and formulate ideas about their world.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.4 Language & Communication: Children use an increasingly specific and varied vocabulary and demonstrate understanding of new words.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn the meanings of unfamiliar words and gain information.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to increasingly complex vocabulary and information from others.
		IT-LC 8	Child uses an increasing number of words in communication and conversation with	P-LC 7	Child shows understanding of word categories and relationships among words	Birth–9 Months	May use signs or verbalizations for familiar people or objects.	L. Speaking M. Listening and comprehension	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others.

			others			8–18 Months	Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.	L. Speaking M. Listening and comprehension	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
						16–36 Months	Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in their languages that is similar in number to other children's vocabulary in one language.	L. Speaking M. Listening and comprehension	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
						36–48 Months	Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	L. Speaking; BB. Observing and classifying	23. Vocabulary: Children understand and use a variety of words and phrases.; 46. Classifying: Children classify materials, actions, people, and events.	Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use familiar vocabulary in context and begin to understand relationships among words and categories.; Mathematics — M 5.6.1 Data: Children sort and classify objects according to observable attributes, such as color.

						48–60 Months	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	L. Speaking; BB. Observing and classifying; M. Listening and comprehension	23. Vocabulary: Children understand and use a variety of words and phrases.; 46. Classifying: Children classify materials, actions, people, and events.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.4 Language & Communication: Children demonstrate increasingly complex understanding and use of vocabulary, including word categories, multiple examples within a category, and relationships such as synonyms and antonyms.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand increasingly complex language and word relationships.
	Language – Emergent Literacy	IT-LC 9	Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or			Birth–9 Months	Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	M. Listening and comprehension N. Phonological awareness W. Music and movement	16. Listening and responding: Children listen and respond. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – Children participate in familiar rhymes and songs. Creative Arts – 9.3.1 Children respond to and participate in music and movement.

			songs		8–18 Months	Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	L. Speaking N. Phonological awareness Q. Book enjoyment and knowledge W. Music and movement	19. Speaking: Children speak. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – Children participate in familiar rhymes and songs. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
					16–36 Months	Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	L. Speaking N. Phonological awareness Q. Book enjoyment and knowledge W. Music and movement	19. Speaking: Children speak. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – Children participate in familiar rhymes and songs. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
					36–48 Months	Continued Growth			
					48–60 Months	Continued Growth			

		IT-LC 10	Child handles books and relates them to their stories or information		Birth–9 Months	Explores a book by touching it, patting it, or putting it in mouth.	Q. Book enjoyment and knowledge M. Listening and comprehension BB. Observing and classifying	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond. 32. Observing: Children observe the people and things in their world.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
					8–18 Months	Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.	Q. Book enjoyment and knowledge L. Speaking M. Listening and comprehension	20. Exploring print: Children explore picture books and magazines. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others.

						16–36 Months	Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.	Q. Book enjoyment and knowledge R. Writing L. Speaking	20. Exploring print: Children explore picture books and magazines. 42. Marks and scribbles: Children make marks and scribbles. 19. Speaking: Children speak.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – Children begin to understand that pictures, symbols, and print carry meaning. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
		IT-LC 11	Child recognizes pictures and some symbols, signs, or words			Birth–9 Months	Looks at pictures of familiar people, animals, or objects while an adult points at and/or names the person, animal, or object.	Q. Book enjoyment and knowledge M. Listening and comprehension BB. Observing and classifying	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond. 32. Observing: Children observe the people and things in their world.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others.

8–18 Months	Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	Q. Book enjoyment and knowledge L. Speaking M. Listening and comprehension	20. Exploring print: Children explore picture books and magazines. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
16–36 Months	Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.	Q. Book enjoyment and knowledge R. Writing L. Speaking	20. Exploring print: Children explore picture books and magazines. 42. Marks and scribbles: Children make marks and scribbles. 19. Speaking: Children speak.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – Children begin to understand that pictures, symbols, and print carry meaning. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.
36–48 Months	Continued Growth			
48–60 Months	Continued Growth			

		IT-LC 12	Child comprehends meaning from pictures and stories		Birth–9 Months	Looks at picture books and listens to an adult talk about pictures in a book.	Q. Book enjoyment and knowledge M. Listening and comprehension E. Building relationships with adults	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other adults.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
					8–18 Months	Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	Q. Book enjoyment and knowledge L. Speaking M. Listening and comprehension E. Building relationships with adults	20. Exploring print: Children explore picture books and magazines. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other adults.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						16–36 Months	Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	Q. Book enjoyment and knowledge L. Speaking AA. Pretend play C. Reflection	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 19. Speaking: Children speak. 36. Imitating and pretending: Children imitate and pretend. 31. Memory: Children remember people and objects.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Creative Arts – 9.4.1 Children participate in play scenarios. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
		IT-LC 13	Child makes marks and uses them to represent objects or actions			Birth–9 Months	Emerging Skills			
						8–18 Months	Makes marks on a paper with a large crayon or marker to explore writing materials.	R. Writing J. Fine-motor skills X. Art	42. Marks and scribbles: Children make marks and scribbles. 12. Moving parts of the body: Children move parts of the body. 37. Exploring art materials: Children explore building and art materials.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.

						16–36 Months	Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	R. Writing L. Speaking AA. Pretend play	42. Marks and scribbles: Children make marks and scribbles. 19. Speaking: Children speak. 36. Imitating and pretending: Children imitate and pretend.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Creative Arts – 9.4.1 Children participate in play scenarios.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
Literacy (LIT)	Phonological Awareness			P-LIT 1	Child demonstrates awareness that spoken	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					language is composed of smaller segments of sound	36–48 Months	Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	N. Phonological awareness; Y. Music; M. Listening and comprehension	24. Phonological awareness: Children identify distinct sounds in spoken language.; 41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children notice and recognize rhyme and alliteration and, with support, determine when words rhyme or begin with the same sound.; Creative Arts — CA 9.2.1 Music: Children participate in songs, rhymes, and chants that emphasize sound and rhythm.; Language and Literacy — LL 4.1.2 Language & Communication: Children listen to and respond to spoken language and sound patterns.

						48–60 Months	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.	N. Phonological awareness; M. Listening and comprehension; L. Speaking	24. Phonological awareness: Children identify distinct sounds in spoken language.; 21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children recognize and generate rhyming words, notice changes in sounds within familiar words or phrases, count syllables, and demonstrate increasing awareness of individual sounds in spoken words.; Language and Literacy — LL 4.1.2 Language & Communication: Children listen closely to and interpret increasingly complex spoken language.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language to identify and discuss sound patterns in words.
	Print and Alphabet Knowledge			P-LIT 2	Child demonstrates an understanding of how print is	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					used (functions of print) and the rules that govern how print works (conventions of print)	36–48 Months	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."	Q. Book appreciation and knowledge; P. Reading; L. Speaking	27. Concepts about print: Children demonstrate knowledge about environmental print.; 26. Reading: Children read for pleasure and information.; 22. Speaking: Children express themselves using language.	Language and Literacy — Concepts of Print: Children distinguish print from pictures and understand that print carries meaning.; Language and Literacy — Emergent Reading: Children show interest in print and seek information from adults about what print says.; Language and Literacy — Language & Communication: Children ask questions and use language to gain information.
						48–60 Months	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	Q. Book appreciation and knowledge; P. Reading	27. Concepts about print: Children demonstrate knowledge about environmental print.; 26. Reading: Children read for pleasure and information.	Language and Literacy — Concepts of Print: Children demonstrate understanding that spoken language can be represented in print and that print follows conventions, including book orientation and directionality such as moving from left to right.; Language and Literacy — Emergent Reading: Children increasingly demonstrate knowledge of how books and print work.
				P-LIT 3	Child identifies letters of the alphabet and	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					produces correct sounds associated with letters	36–48 Months	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	O. Alphabetic knowledge; Y. Music	25. Alphabetic knowledge: Children identify letter names and their sounds.; 41. Music: Children express and represent what they observe, think, imagine, and feel through music.	Language and Literacy — Alphabet Knowledge: Children demonstrate emerging awareness of alphabet letters, recognize familiar letters such as those in their own name, and name some frequently encountered letters.; Creative Arts — Music: Children participate in songs and musical experiences, including songs that support learning such as the alphabet song.
						48–60 Months	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	O. Alphabetic knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — Alphabet Knowledge: Children recognize and name an increasing number of uppercase and lowercase letters, including letters in their own name and familiar environmental print, and produce the sounds associated with many recognized letters.
	Comprehension and Text Structure			P-LIT 4	Child demonstrates an understanding of narrative	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					structure through storytelling /re-telling	36–48 Months	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	M. Listening and comprehension; P. Reading; AA. Pretend play; L. Speaking	21. Comprehension: Children understand language.; 26. Reading: Children read for pleasure and information.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of stories by recalling and retelling one or more key events with adult support.; Creative Arts — CA 9.4.1 Dramatic Play: Children represent story events and characters through pretend play, pictures, and props.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to share ideas and experiences.
						48–60 Months	Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first... and then.	M. Listening and comprehension; P. Reading; L. Speaking; HH. History	21. Comprehension: Children understand language.; 26. Reading: Children read for pleasure and information.; 22. Speaking: Children express themselves using language.; 57. History: Children understand past, present, and future.	Language and Literacy — LL 4.4.1 Comprehension: Children retell key events from familiar stories in generally correct sequence and use simple temporal and sequencing language.; Language and Literacy — LL 4.1.1 Language & Communication: Children use increasingly detailed language to recount events.; Social Studies — SS 8.4.1 Time, Continuity & Change: Children demonstrate an emerging understanding of sequence and temporal order.

				P-LIT 5	Child asks and answers questions about a book that was read aloud	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			
						36–48 Months	Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	M. Listening and comprehension; P. Reading; L. Speaking; C. Reflection	21. Comprehension: Children understand language.; 26. Reading: Children read for pleasure and information.; 22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of stories by answering questions about characters and events and, with support, making predictions about what may happen next.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language to express preferences, ask questions, and respond to others.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children use prior knowledge and experiences to make simple predictions.

						48–60 Months	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	M. Listening and comprehension; P. Reading; L. Speaking; C. Reflection	21. Comprehension: Children understand language.; 26. Reading: Children read for pleasure and information.; 22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children answer literal and inferential questions about stories, including who, what, when, where, how, and why, and make predictions with adult support.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions and information from others.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children use information from stories and prior experiences to explain reasoning and make predictions.
	Writing			P-LIT 6	Child writes for a variety of purposes using increasingl	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					y sophisticated marks	36–48 Months	Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	R. Writing; J. Fine-motor skills; X. Art; O. Alphabetic knowledge	29. Writing: Children write for many different purposes.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.6.1 Writing: Children use drawing, scribbling, letter-like forms, and emerging letters to intentionally communicate meaning with adult modeling and support.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with increasing control when using writing and drawing tools.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children develop knowledge of letter forms and names.

						48–60 Months	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	R. Writing; O. Alphabetic knowledge; N. Phonological awareness; J. Fine-motor skills	29. Writing: Children write for many different purposes.; 25. Alphabetic knowledge: Children identify letter names and their sounds.; 24. Phonological awareness: Children identify distinct sounds in spoken language.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Language and Literacy — LL 4.6.1 Writing: Children use drawing, scribbling, letter-like forms, letters, and emerging invented spelling to convey meaning.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children connect letters with their names and sounds.; Language and Literacy — LL 4.3.1 Phonological Awareness: Children identify beginning and other salient sounds in words and use this knowledge in emergent writing.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use writing tools with increasing coordination and control.
Cognition (C)	Exploration and Discovery	IT-C 1	Child actively explores people and objects to understand self, others, and objects			Birth–9 Months	Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.; 32. Observing: Children observe the people and things in their world.	Science – 6.3.1 Children observe properties of materials and objects.; Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

			objects			8–18 Months	Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.	A. Initiative and planning B. Problem solving with materials E. Building relationships with adults	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationships with adults: Children build relationships with other adults. 28. Locating objects: Children explore and notice the location of objects.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

16–36 Months	Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	CC. Experimenting, predicting, and drawing conclusions BB. Observing and classifying B. Problem solving with materials L. Speaking	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 32. Observing: Children observe the people and things in their world. 2. Problem solving: Children solve problems encountered in exploration and play. 18. Two-way communication: Children participate in two-way communication.	Science – 6.3.2 Children notice how objects move and change. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
36–48 Months	Continued Growth			
48–60 Months	Continued Growth			

		IT-C 2	Child uses understanding of causal relationships to act on social and physical environments		Birth–9 Months	Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	CC. Experimenting, predicting, and drawing conclusions E. Building relationships with adults	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 6. Relationships with adults: Children build relationships with other adults.	Science – 6.3.2 Children notice how objects move and change. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
					8–18 Months	Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	CC. Experimenting, predicting, and drawing conclusions A. Initiative and planning	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 1. Initiative: Children express initiative.	Science – 6.3.2 Children notice how objects move and change. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

						16–36 Months	Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.	CC. Experimenting, predicting, and drawing conclusions B. Problem solving with materials	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 2. Problem solving: Children solve problems encountered in exploration and play.	Science – 6.3.2 Children notice how objects move and change. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
	Memory	IT-C 3	Child recognizes differences between familiar and unfamiliar people, objects, actions,			Birth–9 Months	Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	C. Reflection E. Building relationships with adults FF. Knowledge of self and others	31. Memory: Children remember people and objects. 5. Attachment: Children form an attachment to a primary caregiver. 4. Distinguishing self and others: Children distinguish themselves from others.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

			or events		8–18 Months	Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	C. Reflection BB. Observing and classifying E. Building relationships with adults G. Community	31. Memory: Children remember people and objects. 28. Locating objects: Children explore and notice the location of objects. 32. Observing: Children observe the people and things in their world. 6. Relationships with adults: Children build relationships with other adults. 11. Group participation: Children participate in group routines.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
					16–36 Months	Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.	C. Reflection E. Building relationships with adults FF. Knowledge of self and others	31. Memory: Children remember people and objects. 5. Attachment: Children form an attachment to a primary caregiver. 4. Distinguishing self and others: Children distinguish themselves from others.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
					36–48 Months	Continued Growth			
					48–60 Months	Continued Growth			

		IT-C 4	Child recognizes the stability of people and objects in the environment		Birth–9 Months	Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	C. Reflection E. Building relationships with adults BB. Observing and classifying	31. Memory: Children remember people and objects. 5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults. 28. Locating objects: Children explore and notice the location of objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
					8–18 Months	Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	C. Reflection BB. Observing and classifying E. Building relationships with adults	31. Memory: Children remember people and objects. 28. Locating objects: Children explore and notice the location of objects. 5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						16–36 Months	Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	C. Reflection B. Problem solving with materials BB. Observing and classifying	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play. 28. Locating objects: Children explore and notice the location of objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
		IT-C 5	Child uses memories as a foundation for more complex actions and thoughts			Birth–9 Months	Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	C. Reflection E. Building relationships with adults K. Personal care and healthy behavior	31. Memory: Children remember people and objects. 6. Relationships with adults: Children build relationships with other adults. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Physical Development and Health – Children participate in personal care routines with increasing independence.

						8–18 Months	Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	C. Reflection G. Community BB. Observing and classifying	31. Memory: Children remember people and objects. 11. Group participation: Children participate in group routines. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Social Emotional – Children participate in familiar routines and activities. Science – 6.3.1 Children observe properties of materials and objects.
						16–36 Months	Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	C. Reflection L. Speaking AA. Pretend play	31. Memory: Children remember people and objects. 19. Speaking: Children speak. 36. Imitating and pretending: Children imitate and pretend.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Creative Arts – 9.4.1 Children participate in play scenarios.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			

	Reasoning and Problem Solving	IT-C 6	Child learns to use a variety of strategies in solving problems			Birth–9 Months	Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	H. Engagement and persistence B. Problem solving with materials J. Fine-motor skills	10. Engagement and persistence: Children focus on and remain involved in activities. 2. Problem solving: Children solve problems encountered in exploration and play. 12. Moving parts of the body: Children move parts of the body.	Approaches to Learning – Children persist in activities and problem solving with adult support. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
						8–18 Months	Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	H. Engagement and persistence CC. Experimenting, predicting, and drawing conclusions B. Problem solving with materials	10. Engagement and persistence: Children focus on and remain involved in activities. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 29. Filling and emptying: Children fill and empty, put in and take out. 2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – Children persist in activities and problem solving with adult support. Science – 6.3.2 Children notice how objects move and change. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).

16–36 Months	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	H. Engagement and persistence B. Problem solving with materials A. Initiative and planning	10. Engagement and persistence: Children focus on and remain involved in activities. 2. Problem solving: Children solve problems encountered in exploration and play. 1. Initiative: Children express initiative.	Approaches to Learning – Children persist in activities and problem solving with increasing independence. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
36–48 Months	Continued Growth			
48–60 Months	Continued Growth			

		IT-C 7	Child uses reasoning and plans ahead to solve problems		Birth–9 Months	Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	B. Problem solving with materials I. Gross-motor skills CC. Experimenting, predicting, and drawing conclusions	2. Problem solving: Children solve problems encountered in exploration and play. 13. Moving the whole body: Children move the whole body. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Science – 6.3.2 Children notice how objects move and change.
					8–18 Months	Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	B. Problem solving with materials H. Engagement and persistence CC. Experimenting, predicting, and drawing conclusions	2. Problem solving: Children solve problems encountered in exploration and play. 10. Engagement and persistence: Children focus on and remain involved in activities. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Approaches to Learning – Children persist in activities and problem solving with adult support. Science – 6.3.2 Children notice how objects move and change.

						16–36 Months	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	B. Problem solving with materials F. Building relationships with other children G. Community L. Speaking	2. Problem solving: Children solve problems encountered in exploration and play. 7. Relationships with peers: Children build relationships with peers. 11. Group participation: Children participate in group routines. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak.	Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
	Emergent Mathematical Thinking	IT-C 8	Child develops sense of number and quantity			Birth–9 Months	Attends to quantity in play with objects, such as reaching or looking for more than one object.	S. Number and counting BB. Observing and classifying	23. Number and counting: Children experience the number of things. 32. Observing: Children observe the people and things in their world.	Mathematics – Children develop an understanding of number and quantity through everyday experiences and play.

8–18 Months	Uses a few basic words to refer to change in the number of objects, such as asking for "more" or saying "all gone" when a plate is empty.	S. Number and counting L. Speaking	23. Number and counting: Children experience the number of things. 19. Speaking: Children speak.	Mathematics – Children develop an understanding of number and quantity through everyday experiences and play. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
16–36 Months	Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much, or a lot.	S. Number and counting L. Speaking	23. Number and counting: Children experience the number of things. 19. Speaking: Children speak.	Mathematics – Children develop an understanding of number and quantity and use number words in meaningful contexts. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
36–48 Months	Continued Growth			
48–60 Months	Continued Growth			

		IT-C 9	Child uses spatial awareness to understand objects and their movement in space		Birth–9 Months	Explores or examines objects and watches objects when they move.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 28. Locating objects: Children explore and notice the location of objects. 32. Observing: Children observe the people and things in their world.	Science – 6.3.1 Children observe properties of materials and objects. Mathematics – Children explore position and spatial relationships.
					8–18 Months	Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	BB. Observing and classifying B. Problem solving with materials	28. Locating objects: Children explore and notice the location of objects. 30. Taking apart and putting together: Children take things apart and fit them together. 2. Problem solving: Children solve problems encountered in exploration and play.	Mathematics – Children explore position, spatial relationships, and how objects fit together. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).

16–36 Months	Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions B. Problem solving with materials	28. Locating objects: Children explore and notice the location of objects. 30. Taking apart and putting together: Children take things apart and fit them together. 34. More: Children experience "more." 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 2. Problem solving: Children solve problems encountered in exploration and play.	Mathematics – Children explore position, spatial relationships, size, and how objects fit together. Science – 6.3.2 Children notice how objects move and change. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
36–48 Months	Continued Growth			
48–60 Months	Continued Growth			

		IT-C 10	Child uses matching and sorting of objects or people to understand similar and different characteristics		Birth–9 Months	Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	BB. Observing and classifying FF. Knowledge of self and others	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 33. Same and different: Children notice sameness and difference. 4. Distinguishing self and others: Children distinguish themselves from others.	Science – 6.3.1 Children observe properties of materials and objects. Mathematics – Children notice similarities and differences among objects. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
					8–18 Months	Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	BB. Observing and classifying B. Problem solving with materials AA. Pretend play	33. Same and different: Children notice sameness and difference. 30. Taking apart and putting together: Children take things apart and fit them together. 2. Problem solving: Children solve problems encountered in exploration and play. 36. Imitating and pretending: Children imitate and pretend.	Mathematics – Children match objects based on shared characteristics and relationships. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s). Creative Arts – 9.4.1 Children participate in play scenarios.

						16–36 Months	Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children sort and classify objects based on one characteristic such as type, color, shape, or size.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
	Imitation and Symbolic Representation and Play	IT-C 11	Child observes and imitates sounds, words, gestures, actions and behaviors			Birth–9 Months	Engages in reciprocal imitation games, such as patting on a table or handling an object back and forth.	AA. Pretend play L. Speaking E. Building relationships with adults	36. Imitating and pretending: Children imitate and pretend. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 6. Relationships with adults: Children build relationships with other adults.	Creative Arts – 9.4.1 Children participate in play scenarios. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						8–18 Months	Imitates what other people did earlier, such as wiping up a spill or closing a door.	AA. Pretend play C. Reflection	36. Imitating and pretending: Children imitate and pretend. 31. Memory: Children remember people and objects.	Creative Arts – 9.4.1 Children participate in play scenarios. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

					16–36 Months	Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	AA. Pretend play C. Reflection L. Speaking	36. Imitating and pretending: Children imitate and pretend. 31. Memory: Children remember people and objects. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Creative Arts – 9.4.1 Children participate in play scenarios. Approaches to Learning – 1.2.2 Children remember and use information in new situations. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
					36–48 Months	Continued Growth			
					48–60 Months	Continued Growth			
		IT-C 12	Child uses objects or symbols to represent something else		Birth–9 Months	Emerging Skills			
					8–18 Months	Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	AA. Pretend play C. Reflection	36. Imitating and pretending: Children imitate and pretend. 31. Memory: Children remember people and objects.	Creative Arts – 9.4.1 Children participate in play scenarios. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
					16–36 Months	Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	AA. Pretend play A. Initiative and planning	36. Imitating and pretending: Children imitate and pretend. 1. Initiative: Children express initiative.	Creative Arts – 9.4.1 Children participate in play scenarios. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
					36–48 Months	Continued Growth			
					48–60 Months	Continued Growth			

		IT-C 13	Child uses pretend play to increase understanding of culture, environment, and experiences			Birth–9 Months	Emerging Skills			
						8–18 Months	Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	AA. Pretend play C. Reflection	36. Imitating and pretending: Children imitate and pretend. 31. Memory: Children remember people and objects.	Creative Arts – 9.4.1 Children participate in play scenarios. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
						16–36 Months	Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.	AA. Pretend play A. Initiative and planning L. Speaking	36. Imitating and pretending: Children imitate and pretend. 1. Initiative: Children express initiative. 19. Speaking: Children speak.	Creative Arts – 9.4.1 Children participate in play scenarios. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
Mathematics Development (MATH)	Counting and Cardinality			P-MATH 1	Child knows number names and the count sequence	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

						36–48 Months	Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as "one," "two," "three" versus "one two three".	S. Number and counting; N. Phonological awareness	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.; 24. Phonological awareness: Children identify distinct sounds in spoken language.	Mathematics — M 5.1 Number Sense, Counting, & Cardinality: Children recite number words in sequence, beginning with one, and develop understanding that each counting word is a distinct number word.; Language and Literacy — LL 4.3.1 Phonological Awareness: Children attend to and distinguish individual words and sound units in spoken language.
						48–60 Months	Says or signs more number words in sequence.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1 Number Sense, Counting, & Cardinality: Children recite an increasingly long sequence of number words in the correct order.
				P-MATH 2	Child recognizes the number of objects in a small set	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

						36–48 Months	Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing").	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1 Number Sense, Counting, & Cardinality: Children develop an understanding that whole numbers represent quantities and begin to recognize the number of items in small sets without counting (subitizing).
						48–60 Months	Quickly recognizes the number of objects in a small set (referred to as "subitizing").	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1 Number Sense, Counting, & Cardinality: Children quickly recognize and name the number of items in a small set without counting (subitizing).
				P-MATH 3	Child understands the relationship between numbers and quantities	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			
						36–48 Months	Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (cardinality).	S. Number and counting	32. Counting: Children count things.; 31. Number words and symbols: Children recognize and use number words and symbols.	Mathematics — M 5.1 Number Sense, Counting, & Cardinality: Children begin to coordinate number words with objects using one-to-one correspondence and develop an emerging understanding that the last number counted represents the total quantity in the group.

						48–60 Months	Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	S. Number and counting	32. Counting: Children count things.; 31. Number words and symbols: Children recognize and use number words and symbols.	Mathematics — M 5.1 Number Sense, Counting, & Cardinality: Children count objects with one-to-one correspondence to 10 and beyond and understand cardinality—that the final number word used tells how many objects are in the group.
				P-MATH 4	Child compares numbers	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			
						36–48 Months	Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance. Identifies the first and second objects in a sequence.	S. Number and counting; W. Data analysis	32. Counting: Children count things.; 31. Number words and symbols: Children recognize and use number words and symbols.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	Mathematics — M 5.1 Number Sense, Counting, & Cardinality: Children count small groups of objects with one-to-one correspondence and compare quantities with adult support.; Mathematics — Number & Operations: Children begin to use ordinal language to identify position in a sequence, including first and second.

						48–60 Months	Counts to determine and compare number amounts even when the larger group's objects are smaller in size. Uses numbers related to order or position.	S. Number and counting; W. Data analysis	32. Counting: Children count things.; 31. Number words and symbols: Children recognize and use number words and symbols.; 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.	Mathematics — M 5.1 Number Sense, Counting, & Cardinality: Children count to determine quantity and compare groups regardless of the size or arrangement of the objects.; Mathematics — Number & Operations: Children use ordinal numbers and position words to describe order in a sequence.
				P-MATH 5	Child associates a quantity with written numerals up to 5 and begins to write numbers	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			
						36–48 Months	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	S. Number and counting; R. Writing	31. Number words and symbols: Children recognize and use number words and symbols.; 29. Writing: Children write for many different purposes.	Mathematics — M 5.1 Number Sense, Counting, & Cardinality: Children begin to understand that written numerals represent quantities and connect number symbols to amounts.; Language and Literacy — LL 4.6.1 Writing: Children use drawings, marks, and symbols to represent and communicate ideas.

						48–60 Months	Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	S. Number and counting; R. Writing	31. Number words and symbols: Children recognize and use number words and symbols.; 29. Writing: Children write for many different purposes.	Mathematics — M 5.1 Number Sense, Counting, & Cardinality: Children understand that written numerals represent quantities, identify and use numerals, and use marks or symbols to represent number information.; Language and Literacy — LL 4.6.1 Writing: Children use writing tools to create recognizable symbols and numerals with increasing control and adult support.
	Operations and Algebraic Thinking			P-MATH 6	Child understands addition as adding to and understands subtraction as taking away from	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			
						36–48 Months	Begins to add and subtract very small collections of objects with adult support.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2 Number Relationships & Operations: Children begin to solve simple addition and subtraction problems by joining and separating small groups of concrete objects with adult guidance and support.

						48–60 Months	Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	S. Number and counting	33. Part-whole relationships: Children combine and separate quantities of objects.	Mathematics — M 5.2 Number Relationships & Operations: Children solve simple addition and subtraction problems by joining and separating groups and using concrete objects, manipulatives, or fingers to represent quantities.
				P-MATH 7	Child understands simple patterns	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			
						36–48 Months	Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern. Duplicates and extends ABABAB patterns.	V. Patterns; C. Reflection	38. Patterns: Children identify, describe, copy, complete, and create patterns.; 6. Reflection: Children reflect on their experiences.	Mathematics — Patterns & Algebraic Thinking: Children recognize simple repeating patterns, identify missing elements with support, and duplicate and extend AB patterns.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children use prior experiences and emerging strategies to complete familiar patterning tasks.

						48–60 Months	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	V. Patterns; Y. Music; Z. Movement; S. Number and counting	38. Patterns: Children identify, describe, copy, complete, and create patterns.; 41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 31. Number words and symbols: Children recognize and use number words and symbols.	Mathematics — Patterns & Algebraic Thinking: Children identify, duplicate, extend, and create simple repeating patterns using objects, numbers, sounds, and movements.; Creative Arts — CA 9.2.1 Music: Children recognize and create rhythmic and sound patterns.; Creative Arts — CA 9.3.1 Expressive Movement: Children create and repeat movement patterns.
	Measurement			P-MATH 8	Child measures objects by their various attributes	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					using standard and non-standard measurement. Uses differences in attributes to make comparisons	36–48 Months	With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	U. Measurement; BB. Observing and classifying	33. Measurement: Children measure to describe, compare, and order things.; 45. Observing: Children observe the materials and processes in their environment.	Mathematics — M 5.3 Measurement: Children begin to compare measurable attributes of people and objects, such as height, length, size, and weight, with adult support.; Science — S 6.1.1 Scientific Inquiry: Children observe and describe similarities and differences in observable characteristics.
						48–60 Months	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	U. Measurement; BB. Observing and classifying	33. Measurement: Children measure to describe, compare, and order things.; 46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.3 Measurement: Children use measurable attributes and comparative language to describe and compare objects and quantities, including same/different and more/less.; Mathematics — M 5.6.1 Data: Children compare and classify objects according to observable attributes.
	Geometry and Spatial Sense			P-MATH 9	Child identifies, describes, compares, and composes	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					shapes	36–48 Months	Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	T. Geometry: Shapes and spatial awareness	34. Shapes: Children identify, name, and describe shapes.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify and name basic two-dimensional shapes and begin to recognize shapes across different sizes and orientations.
						48–60 Months	Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	T. Geometry: Shapes and spatial awareness	34. Shapes: Children identify, name, and describe shapes.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify, compare, and describe two- and three-dimensional shapes regardless of size or orientation and begin to describe defining attributes such as sides and angles.
				P-MATH 10	Child explores the positions of objects in space	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

						36–48 Months	Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	T. Geometry: Shapes and spatial awareness; M. Listening and comprehension; I. Gross-motor skills	35. Spatial awareness: Children recognize spatial relationships among people and objects.; 21. Comprehension: Children understand language.; 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location and begin to use positional language.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control and coordination of body movements.

						48–60 Months	Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."	T. Geometry: Shapes and spatial awareness; M. Listening and comprehension; I. Gross-motor skills	35. Spatial awareness: Children recognize spatial relationships among people and objects.; 21. Comprehension: Children understand language.; 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children use increasingly specific positional, directional, and location words to describe and respond to spatial relationships.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and follow increasingly complex directions.; Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control and coordination when moving their bodies in relation to space and others.
Scientific Reasoning (SCI)	Scientific Inquiry			P-SCI 1	Child observes and describes observable phenomen	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					a (objects, materials, organisms, and events)	36–48 Months	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	BB. Observing and classifying; L. Speaking; X. Art	45. Observing: Children observe the materials and processes in their environment.; 22. Speaking: Children express themselves using language.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Science — S 6.1.1 Scientific Inquiry: Children use their senses to observe objects, materials, organisms, and events and describe what they notice with adult support.; Language and Literacy — LL 4.1.1 Language & Communication: Children use spoken, signed, and other forms of communication to describe ideas and observations.; Creative Arts — CA 9.1.1 Visual Arts: Children use drawings and other visual representations to communicate observations and experiences.

						48–60 Months	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	BB. Observing and classifying; L. Speaking; X. Art; C. Reflection	45. Observing: Children observe the materials and processes in their environment.; 22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 6. Reflection: Children reflect on their experiences.	Science — S 6.1.1 Scientific Inquiry: Children make increasingly detailed observations and communicate what they notice about objects, materials, organisms, and events.; Language and Literacy — LL 4.1.4 Language & Communication: Children use increasingly specific vocabulary to describe observations.; Creative Arts — CA 9.1.1 Visual Arts: Children create increasingly detailed visual representations of ideas, observations, and experiences.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children reflect on and communicate about their experiences and learning.
				P-SCI 2	Child engages in scientific talk	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

						36–48 Months	Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	L. Speaking; D. Use of resources; BB. Observing and classifying	23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.; 5. Use of resources: Children gather information and formulate ideas about their world.; 45. Observing: Children observe the materials and processes in their environment.	Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a growing variety of vocabulary words.; Science — S 6.1.1 Scientific Inquiry: Children use words and other forms of communication to describe observations and investigations, with adult modeling and support.
						48–60 Months	Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	L. Speaking; D. Use of resources; BB. Observing and classifying	23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.; 5. Use of resources: Children gather information and formulate ideas about their world.; 45. Observing: Children observe the materials and processes in their environment.	Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use an increasing variety of vocabulary words.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about unfamiliar words and topics.; Science — S 6.1.1 Scientific Inquiry: Children increasingly use scientific vocabulary to describe observations, materials, processes, and findings.

				P-SCI 3	Child compares and categorizes observable phenomena	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			
						36–48 Months	Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena.	BB. Observing and classifying; U. Measurement; EE. Tools and technology	46. Classifying: Children classify materials, actions, people, and events.; 33. Measurement: Children measure to describe, compare, and order things.; 52. Tools and technology: Children explore and use tools and technology.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to one or more observable attributes.; Mathematics — M 5.3 Measurement: Children compare measurable attributes and use measurement tools with guidance and support.; Science — S 6.1.1 Scientific Inquiry: Children observe, compare, and describe similarities and differences in observable phenomena.

						48–60 Months	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	BB. Observing and classifying; U. Measurement; EE. Tools and technology	46. Classifying: Children classify materials, actions, people, and events.; 33. Measurement: Children measure to describe, compare, and order things.; 52. Tools and technology: Children explore and use tools and technology.	Mathematics — M 5.6.1 Data: Children sort and classify objects according to increasingly complex attributes.; Mathematics — M 5.3 Measurement: Children use measurement tools to assess and compare properties such as weight, length, capacity, and other observable attributes.; Science — S 6.1.1 Scientific Inquiry: Children independently observe, compare, measure, and communicate information about observable phenomena.
	Reasoning and Problem Solving			P-SCI 4	Child asks a question, gathers information, and makes	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					predictions	36–48 Months	Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions.	D. Use of resources; L. Speaking; CC. Experimenting, predicting, and drawing conclusions; E. Building relationships with adults	5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.; 48. Predicting: Children predict what they expect will happen.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Science — S 6.1.1 Scientific Inquiry: Children ask questions and make simple predictions with adult guidance and support.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with adults who provide information and support.

						48–60 Months	Asks more complex questions. Uses other sources besides familiar adults to gather information, such as books or other experts. Uses background knowledge and experiences to make predictions.	D. Use of resources; L. Speaking; CC. Experimenting, predicting, and drawing conclusions; C. Reflection; P. Reading	5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.; 48. Predicting: Children predict what they expect will happen.; 6. Reflection: Children reflect on their experiences.; 26. Reading: Children read for pleasure and information.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask increasingly complex questions to gain information.; Science — S 6.1.1 Scientific Inquiry: Children use observations, background knowledge, previous experiences, and information from varied sources to make predictions and guide investigations.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply prior knowledge and experiences to new situations.; Language and Literacy — LL 4.5.1 Emergent Reading: Children use books and other print resources to obtain information.
				P-SCI 5	Child plans and conducts investigations and experiment	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

						s	36–48 Months	With adult support, engages in simple investigations and experiments. Records data with teacher assistance, mostly using pictures and marks on a page.	CC. Experimenting, predicting, and drawing conclusions; BB. Observing and classifying; R. Writing; X. Art	47. Experimenting: Children experiment to test their ideas.; 45. Observing: Children observe the materials and processes in their environment.; 29. Writing: Children write for many different purposes.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Science — S 6.1.1 Scientific Inquiry: Children engage in simple investigations with adult guidance by observing, asking questions, making predictions, and experimenting.; Language and Literacy — LL 4.6.1 Writing: Children use drawing, marks, symbols, and emerging writing to record and communicate information.; Creative Arts — CA 9.1.1 Visual Arts: Children use visual representations to communicate observations and experiences.

						48–60 Months	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data.	CC. Experimenting, predicting, and drawing conclusions; BB. Observing and classifying; A. Initiative and planning; L. Speaking; R. Writing	47. Experimenting: Children experiment to test their ideas.; 48. Predicting: Children predict what they expect will happen.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; 45. Observing: Children observe the materials and processes in their environment.; 2. Planning: Children make plans and follow through on their intentions.; 22. Speaking: Children express themselves using language.; 29. Writing: Children write for many different purposes.	Science — S 6.1.1 Scientific Inquiry: Children participate with increasing independence in planning and conducting investigations, gathering evidence, recording data, and describing procedures and findings.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans, identify steps to accomplish their goal, and follow through.; Language and Literacy — LL 4.1.1 Language & Communication: Children use increasingly complex language to explain steps, observations, and ideas.; Language and Literacy — LL 4.6.1 Writing: Children use increasingly complex drawings, symbols, letters, and words to record and communicate information.
				P-SCI 6	Child analyzes results, draws conclusions, and	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					communicates results	36–48 Months	With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results.	CC. Experimenting, predicting, and drawing conclusions; BB. Observing and classifying; L. Speaking	49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; 45. Observing: Children observe the materials and processes in their environment.; 46. Classifying: Children classify materials, actions, people, and events.; 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.1.1 Scientific Inquiry: Children analyze observations and evidence, draw simple conclusions, and communicate findings with adult guidance and support.; Mathematics — M 5.6.1 Data: Children organize, describe, and interpret simple data representations.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to describe ideas, observations, and results.

						48–60 Months	With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.	CC. Experimenting, predicting, and drawing conclusions; BB. Observing and classifying; D. Use of resources; L. Speaking; X. Art	48. Predicting: Children predict what they expect will happen.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; 45. Observing: Children observe the materials and processes in their environment.; 5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.	Science — S 6.1.1 Scientific Inquiry: Children analyze and interpret evidence, compare findings with predictions, draw conclusions, generate new questions, and communicate results with increasing independence.; Mathematics — M 5.6.1 Data: Children organize, compare, and interpret data and use it to support conclusions.; Language and Literacy — LL 4.1.1 Language & Communication: Children communicate increasingly complex ideas, explanations, and conclusions through spoken language and other forms of representation.; Creative Arts — CA 9.1.1 Visual Arts: Children use visual representations as one method for communicating ideas and experiences.
Social Studies (SS)	Concepts of Time			P-SS 1	Child demonstrates a basic understanding of past, present,	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					and future and how things, people, and places change over time	36–48 Months	Children may describe how they have grown over time. Demonstrate a simple sequence in time.	HH. History; C. Reflection; L. Speaking	57. History: Children understand past, present, and future.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives and demonstrate an emerging understanding of sequence and change over time.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recall and reflect on previous experiences.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas and experiences.

						48–60 Months	Able to look outside themselves and identify changes over time. Demonstrates a more complex sequence in time.	HH. History; C. Reflection; L. Speaking	57. History: Children understand past, present, and future.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.4.1 Time, Continuity & Change: Children identify and describe changes over time and communicate increasingly complex sequences of events involving themselves, families, and communities.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply and communicate what they learn from previous experiences.; Language and Literacy — LL 4.1.1 Language & Communication: Children use increasingly detailed language to describe events and experiences.
	Citizenship			P-SS 3	Child shares responsibility for caring for their	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					environment	36–48 Months	Handles classroom materials, such as putting them where they belong, with adult support.	G. Community; K. Personal care and healthy behavior; E. Building relationships with adults	11. Community: Children participate in the community of the classroom.; 18. Personal care: Children carry out personal care routines on their own.; 12. Building relationships: Children build relationships with other children and adults.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in routines and responsibilities.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with adults who provide guidance and support.
						48–60 Months	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	G. Community; D. Emotions; K. Personal care and healthy behavior	11. Community: Children participate in the community of the classroom.; 9. Emotions: Children recognize, label, and regulate their feelings.; 18. Personal care: Children carry out personal care routines on their own.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in routines and responsibilities.

				P-SS 4	Child demonstrates and exhibits an awareness of rules and routines in the classroom, community, and family life	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			
						36–48 Months	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	G. Community; M. Listening and comprehension; E. Building relationships with adults	11. Community: Children participate in the community of the classroom.; 21. Comprehension: Children understand language.; 12. Building relationships: Children build relationships with other children and adults.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with adults who provide guidance and support.
						48–60 Months	Usually follows classroom rules and routines with occasional reminders from adults.	G. Community; D. Emotions	11. Community: Children participate in the community of the classroom.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.

				P-SS 5	Child begins to understand various group decision-making processes	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			
						36–48 Months	Sometimes engages in and maintains interactions with other children without support from an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.	F. Building relationships with other children; G. Community; H. Conflict resolution; L. Speaking	12. Building relationships: Children build relationships with other children and adults.; 11. Community: Children participate in the community of the classroom.; 15. Conflict resolution: Children resolve social conflicts.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to participate in conversations and interactions.

						48–60 Months	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	F. Building relationships with other children; G. Community; C. Engagement	12. Building relationships: Children build relationships with other children and adults.; 11. Community: Children participate in the community of the classroom.; 3. Engagement: Children focus on activities that interest them.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults, including sustained peer interactions and friendships.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.
	Identity and Culture			P-SS 6 / P-SS 7	P-SS 6: Child understands relationships and	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					roles within families, homes, and classroom. P-SS 7: Child demonstrates awareness of differences among families and communities	36–48 Months	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	FF. Knowledge of self and others; G. Community; L. Speaking; X. Art	7. Self-identity: Children have a positive self-identity.; 11. Community: Children participate in the community of the classroom.; 22. Speaking: Children express themselves using language.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe themselves and others in their families, classroom, and local community.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and experiences.; Creative Arts — CA 9.1.1 Visual Arts: Children create 2-D and 3-D representations of ideas, people, places, and experiences.

						48–60 Months	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	FF. Knowledge of self and others; G. Community; L. Speaking; C. Reflection	7. Self-identity: Children have a positive self-identity.; 11. Community: Children participate in the community of the classroom.; 22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe themselves and others in their families, classroom, and local community.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to share ideas, stories, and experiences.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recall and reflect on previous experiences.
Creative Arts (CA)	Music			P-CA 1	Child sings and plays simple musical instruments	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

						36–48 Months	Repeats sound and rhythm patterns. Sings simple songs.	Y. Music; N. Phonological awareness	41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 24. Phonological awareness: Children identify distinct sounds in spoken language.	Creative Arts — CA 9.2.1 Music: Children create and respond to music through singing, playing instruments, and other musical experiences.; Language and Literacy — LL 4.3.1 Phonological Awareness: Children recognize and manipulate rhythm, rhyme, syllables, and other sound patterns in spoken language.
						48–60 Months	Creates own songs and movements, includes musical instruments. Vocalizes and uses instruments in more complex music/songs.	Y. Music; Z. Movement; L. Speaking	41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 22. Speaking: Children express themselves using language.	Creative Arts — CA 9.2.1 Music: Children create music using their voices and instruments and demonstrate increasing awareness of rhythm, melody, pitch, tempo, and volume.; Creative Arts — CA 9.3.1 Expressive Movement: Children create and use movement to express ideas and feelings.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language, voice, and other forms of communication to express ideas.
				P-CA 2	Child listens to music with attention	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

						36–48 Months	Repeats song patterns and rhythmic movements to music.	Y. Music; Z. Movement	41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	Creative Arts — CA 9.2.1 Music: Children create and respond to music through singing, playing instruments, and other musical experiences.; Creative Arts — CA 9.3.1 Expressive Movement: Children create and use movement to express ideas and feelings.
						48–60 Months	Participates in more complex songs and involves physical movement - finger plays, chants, etc.	Y. Music; Z. Movement; N. Phonological awareness	41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 24. Phonological awareness: Children identify distinct sounds in spoken language.	Creative Arts — CA 9.2.1 Music: Children create and respond to increasingly complex songs, chants, and musical experiences.; Creative Arts — CA 9.3.1 Expressive Movement: Children coordinate movement with music and rhythm.; Language and Literacy — LL 4.3.1 Phonological Awareness: Children recognize and manipulate rhythm, rhyme, syllables, and other sound patterns in spoken language.
	Dance and Movement			P-CA 3	Child coordinates movements in response	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					to beat or rhythm	36–48 Months	Moves one body part in response to a simple rhythm pattern. Demonstrates the difference between still and moving. Moves over, under and around objects. Follows and tracks various types of music through movement, facial expressions, and voice. Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	Y. Music; Z. Movement; T. Geometry: Shapes and spatial awareness; L. Speaking	41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 22. Speaking: Children express themselves using language.	Creative Arts — CA 9.2.1 Music: Children create and respond to music through singing, playing instruments, and other musical experiences.; Creative Arts — CA 9.3.1 Expressive Movement: Children create and use movement to express ideas and feelings.; Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children use positional, spatial, and directional words and demonstrate awareness of location and movement in space.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language, voice, and other forms of communication to express ideas.

						48–60 Months	Dances to music with varying tempos. Creates simple rhythm patterns and is able to repeat them. Moves through combinations of pathways, straight, zigzag, diagonal, curve. Expands movement vocabulary. Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.	Y. Music; Z. Movement; T. Geometry: Shapes and spatial awareness; L. Speaking	41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Creative Arts — CA 9.2.1 Music: Children create and respond to music and demonstrate increasing awareness of rhythm, tempo, pitch, and volume.; Creative Arts — CA 9.3.1 Expressive Movement: Children create and use increasingly complex movement sequences and pathways to express ideas and feelings.; Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children demonstrate awareness of direction, pathways, and spatial relationships.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a growing variety of descriptive vocabulary.
	Visual Arts			P-CA 4	Child creates art work that depicts objects and events	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			
						16–36 Months	Emerging Skills			

					and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes	36–48 Months	Mixes two basic shapes - abstract rather than representational. Uses beginning process in their art creations. Distinguish between pictures and real objects.	X. Art; BB. Observing and classifying	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 45. Observing: Children observe the materials and processes in their environment.	Creative Arts — CA 9.1.1 Visual Arts: Children explore and use art materials, tools, and processes to create 2-D and 3-D representations and begin to distinguish representations from real objects.; Science — S 6.1.1 Scientific Inquiry: Children make observations and describe what they notice.
						48–60 Months	Recognizes and describes various art forms - sculpture, painting, printing. Drawings suggest real life. Drawings becoming better defined, more detail. Uses both 2-dimensional and 3-dimensional processes to create art that represents various objects like people, places and things. Begins to share about their own creations.	X. Art; L. Speaking; J. Fine-motor skills	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 22. Speaking: Children express themselves using language.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Creative Arts — CA 9.1.1 Visual Arts: Children explore, create, and respond to a variety of visual art forms and use 2-D and 3-D materials to represent people, places, things, ideas, and experiences.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to describe and share ideas and experiences.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
	Dramatic Play			P-CA 5	Child incorporates a variety of	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			

					elements (e.g., character, theme, setting, idea, plot, props, costume, and make-up) into dramatic play while using a collection of processes	16–36 Months	Emerging Skills			
						36–48 Months	Follows simple instructions to recreate story and dramatic movement. Uses costumes to disguise self and become a character in everyday environment.	AA. Pretend play; Z. Movement; M. Listening and comprehension	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 21. Comprehension: Children understand language.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.; Creative Arts — CA 9.3.1 Expressive Movement: Children create and use movement to express ideas and feelings.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

						48–60 Months	Dictates a story. Repeats dialogue and movement to tell a story. Creates roles for self and others in dramatic play situations using body and dialogue. Uses costumes to create character with dialogue. Creates and executes complicated plot with conflict and resolution verbally and physically. Uses props/objects in creative way.	AA. Pretend play; L. Speaking; Z. Movement; H. Conflict resolution; A. Initiative and planning	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 22. Speaking: Children express themselves using language.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 15. Conflict resolution: Children resolve social conflicts.; 2. Planning: Children make plans and follow through on their intentions.	Creative Arts — CA 9.4.1 Dramatic Play: Children create increasingly complex play scenarios with roles, dialogue, props, conflict, and resolution.; Language and Literacy — LL 4.1.1 Language & Communication: Children use increasingly complex language to express ideas and tell stories.; Creative Arts — CA 9.3.1 Expressive Movement: Children use movement to represent characters, events, and ideas.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans and follow through.

Physical, Motor, and Perceptual Development (PMP)	Perception	IT-PMP 1	Child uses perceptual information to understand objects, experiences, and interactions			Birth–9 Months	Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 32. Observing: Children observe the people and things in their world. 33. Same and different: Children notice sameness and difference.	Science – 6.3.1 Children observe properties of materials and objects. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
						8–18 Months	Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	BB. Observing and classifying AA. Pretend play E. Building relationships with adults	33. Same and different: Children notice sameness and difference. 36. Imitating and pretending: Children imitate and pretend. 6. Relationships with adults: Children build relationships with other adults.	Science – 6.3.1 Children observe properties of materials and objects. Creative Arts – 9.4.1 Children participate in play scenarios. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						16–36 Months	Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	CC. Experimenting, predicting, and drawing conclusions C. Reflection BB. Observing and classifying	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 31. Memory: Children remember people and objects. 32. Observing: Children observe the people and things in their world.	Science – 6.3.2 Children notice how objects move and change. Approaches to Learning – 1.2.2 Children remember and use information in new situations. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
		IT-PMP 2	Child uses perceptual information in directing own actions, experien			Birth–9 Months	Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	I. Gross-motor skills FF. Knowledge of self and others	13. Moving the whole body: Children move the whole body. 5. Sense of self: Children express a sense of self.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

			ces, and interactions		8–18 Months	Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	I. Gross-motor skills A. Initiative and planning BB. Observing and classifying	13. Moving the whole body: Children move the whole body. 1. Initiative: Children express initiative. 32. Observing: Children observe the people and things in their world. 28. Locating objects: Children explore and notice the location of objects.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
					16–36 Months	Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	I. Gross-motor skills J. Fine-motor skills W. Music and movement K. Personal care and healthy behavior	13. Moving the whole body: Children move the whole body. 12. Moving parts of the body: Children move parts of the body. 40. Moving to music: Children move to music. 3. Self-help: Children do things for themselves.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Creative Arts – 9.3.1 Children respond to and participate in music and movement. Physical Development and Health – Children participate in personal care routines with increasing independence.
					36–48 Months	Continued Growth			

						48–60 Months	Continued Growth			
	Gross Motor	IT-PMP 3	Child demonstrates effective and efficient use of large muscles for movement and position	P-PMP 1	Child demonstrates control, strength, and coordination of large muscles	Birth–9 Months	Explores new body positions and movements, such as rolling over, sitting, crawling, hitting, or kicking at objects to achieve goals.	I. Gross-motor skills J. Fine-motor skills B. Problem solving with materials	13. Moving the whole body: Children move the whole body. 12. Moving parts of the body: Children move parts of the body. 2. Problem solving: Children solve problems encountered in exploration and play.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
						8–18 Months	Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	I. Gross-motor skills A. Initiative and planning	13. Moving the whole body: Children move the whole body. 1. Initiative: Children express initiative.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

16–36 Months	Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
36–48 Months	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	I. Gross-motor skills; Z. Movement	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, strength, and stamina in large-muscle movements.; Creative Arts — CA 9.3.1 Expressive Movement: Children create and use movement to express ideas and feelings.

						48–60 Months	Balances, such as on one leg, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	I. Gross-motor skills; Z. Movement	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, strength, and stamina in large-muscle movements, including running, jumping, hopping, balancing, and riding wheeled equipment.; Creative Arts — CA 9.3.1 Expressive Movement: Children create and use increasingly coordinated movement to express ideas and feelings.
		IT-PMP 4	Child demonstrates effective and efficient use of large muscles to explore the environment			Birth–9 Months	Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.	I. Gross-motor skills J. Fine-motor skills A. Initiative and planning	13. Moving the whole body: Children move the whole body. 12. Moving parts of the body: Children move parts of the body. 1. Initiative: Children express initiative.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

						8–18 Months	Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	I. Gross-motor skills BB. Observing and classifying A. Initiative and planning	13. Moving the whole body: Children move the whole body. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 28. Locating objects: Children explore and notice the location of objects. 1. Initiative: Children express initiative.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
						16–36 Months	Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	I. Gross-motor skills J. Fine-motor skills A. Initiative and planning	13. Moving the whole body: Children move the whole body. 12. Moving parts of the body: Children move parts of the body. 1. Initiative: Children express initiative.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			

		IT-PMP 5	Child uses sensory information and body awareness to understand how their body relates to the environment	P-PMP 2	Child uses perceptual information to guide motions and interactions with objects and other people	Birth–9 Months	Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.	I. Gross-motor skills BB. Observing and classifying E. Building relationships with adults	13. Moving the whole body: Children move the whole body. 32. Observing: Children observe the people and things in their world. 6. Relationships with adults: Children build relationships with other adults.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						8–18 Months	Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	I. Gross-motor skills BB. Observing and classifying B. Problem solving with materials	13. Moving the whole body: Children move the whole body. 28. Locating objects: Children explore and notice the location of objects. 32. Observing: Children observe the people and things in their world. 2. Problem solving: Children solve problems encountered in exploration and play.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).

16–36 Months	Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.	I. Gross-motor skills FF. Knowledge of self and others BB. Observing and classifying	13. Moving the whole body: Children move the whole body. 5. Sense of self: Children express a sense of self. 28. Locating objects: Children explore and notice the location of objects. 33. Same and different: Children notice sameness and difference.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Mathematics – Children explore position, spatial relationships, and size.
36–48 Months	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	I. Gross-motor skills; T. Geometry: Shapes and spatial awareness; F. Building relationships with other children	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 12. Building relationships: Children build relationships with other children and adults.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.; Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.

						48–60 Months	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	I. Gross-motor skills; T. Geometry: Shapes and spatial awareness; F. Building relationships with other children	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.; 12. Building relationships: Children build relationships with other children and adults.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.; Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children use increasingly accurate spatial, positional, and directional understanding.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children coordinate actions and interactions while establishing and maintaining positive relationships with others.
	Fine Motor	IT-PMP 6	Child coordinates hand and eye movements to perform actions	P-PMP 3	Child demonstrates increasing control, strength, and coordination of small muscles	Birth–9 Months	Coordinates hands and eyes when reaching for and holding stable or moving objects.	J. Fine-motor skills BB. Observing and classifying	12. Moving parts of the body: Children move parts of the body. 32. Observing: Children observe the people and things in their world.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

8–18 Months	Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings, or blocks, or picking up pieces of food one by one.	J. Fine-motor skills BB. Observing and classifying K. Personal care and healthy behavior	12. Moving parts of the body: Children move parts of the body. 29. Filling and emptying: Children fill and empty, put in and take out. 30. Taking apart and putting together: Children take things apart and fit them together. 3. Self-help: Children do things for themselves.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Physical Development and Health – Children participate in personal care routines with increasing independence.
16–36 Months	Uses hand-eye coordination when participating in routines, play, and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.	J. Fine-motor skills K. Personal care and healthy behavior X. Art B. Problem solving with materials	12. Moving parts of the body: Children move parts of the body. 3. Self-help: Children do things for themselves. 37. Exploring art materials: Children explore building and art materials. 30. Taking apart and putting together: Children take things apart and fit them together. 2. Problem solving: Children solve problems encountered in exploration and play.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Physical Development and Health – Children participate in personal care routines with increasing independence. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).

						36–48 Months	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	J. Fine-motor skills; X. Art; T. Geometry: Shapes and spatial awareness	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 34. Shapes: Children identify, name, and describe shapes.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Creative Arts — CA 9.1.1 Visual Arts: Children use a variety of materials and tools to create 2-D and 3-D representations.; Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify and describe two- and three-dimensional shapes.
						48–60 Months	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	J. Fine-motor skills; R. Writing; O. Alphabetic knowledge; T. Geometry: Shapes and spatial awareness	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 29. Writing: Children write for many different purposes.; 25. Alphabetic knowledge: Children identify letter names and their sounds.; 34. Shapes: Children identify, name, and describe shapes.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Language and Literacy — LL 4.6.1 Writing: Children use writing tools to create letter-like forms, letters, words, or short phrases.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children develop knowledge of letter forms and names.; Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify and describe shapes.

		IT-PMP 7	Child uses hands for exploration, play, and daily routines			Birth–9 Months	Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.	J. Fine-motor skills BB. Observing and classifying	12. Moving parts of the body: Children move parts of the body. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 32. Observing: Children observe the people and things in their world. 33. Same and different: Children notice sameness and difference.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Science – 6.3.1 Children observe properties of materials and objects. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

						8–18 Months	Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.	J. Fine-motor skills BB. Observing and classifying Q. Book enjoyment and knowledge L. Speaking	12. Moving parts of the body: Children move parts of the body. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 32. Observing: Children observe the people and things in their world. 20. Exploring print: Children explore picture books and magazines. 17. Nonverbal communication: Children communicate nonverbally.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Science – 6.3.1 Children observe properties of materials and objects. Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

16–36 Months	Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	J. Fine-motor skills A. Initiative and planning X. Art K. Personal care and healthy behavior B. Problem solving with materials	12. Moving parts of the body: Children move parts of the body. 1. Initiative: Children express initiative. 37. Exploring art materials: Children explore building and art materials. 3. Self-help: Children do things for themselves. 30. Taking apart and putting together: Children take things apart and fit them together. 2. Problem solving: Children solve problems encountered in exploration and play.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Physical Development and Health – Children participate in personal care routines with increasing independence. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
36–48 Months	Continued Growth			
48–60 Months	Continued Growth			

		IT-PMP 8	Child adjusts reach and grasp to use tools		Birth–9 Months	Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.	J. Fine-motor skills K. Personal care and healthy behavior	12. Moving parts of the body: Children move parts of the body. 3. Self-help: Children do things for themselves.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Physical Development and Health – Children participate in personal care routines with increasing independence.
					8–18 Months	Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.	J. Fine-motor skills B. Problem solving with materials BB. Observing and classifying	12. Moving parts of the body: Children move parts of the body. 2. Problem solving: Children solve problems encountered in exploration and play. 28. Locating objects: Children explore and notice the location of objects.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Approaches to Learning – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).

						16–36 Months	Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.	J. Fine-motor skills K. Personal care and healthy behavior X. Art R. Writing	12. Moving parts of the body: Children move parts of the body. 3. Self-help: Children do things for themselves. 37. Exploring art materials: Children explore building and art materials. 42. Marks and scribbles: Children make marks and scribbles.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Physical Development and Health – Children participate in personal care routines with increasing independence. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.
						36–48 Months	Continued Growth			
						48–60 Months	Continued Growth			
	Health, Safety, and Nutrition	IT-PMP 9	Child demonstrates healthy behaviors with increasing independence as part of everyday routines	P-PMP 4	Child demonstrates personal hygiene and self-care skills	Birth–9 Months	Emerging Skills			
						8–18 Months	Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	K. Personal care and healthy behavior E. Building relationships with adults G. Community	3. Self-help: Children do things for themselves. 6. Relationships with adults: Children build relationships with other adults. 11. Group participation: Children participate in group routines.	Physical Development and Health – Children participate in personal care routines with increasing independence. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

						16–36 Months	Combines objects or materials in new and unexpected ways. Shows delight in creating something new. Participates in health care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.	A. Initiative and planning X. Art K. Personal care and healthy behavior D. Emotions	1. Initiative: Children express initiative. 37. Exploring art materials: Children explore building and art materials. 3. Self-help: Children do things for themselves. 8. Emotions: Children express emotions.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Physical Development and Health – Children participate in personal care routines with increasing independence. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

						36–48 Months	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	K. Personal care and healthy behavior; L. Speaking; E. Building relationships with adults	18. Personal care: Children carry out personal care routines on their own.; 19. Healthy behavior: Children engage in healthy practices.; 22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate awareness of healthy hygiene practices that support wellness and prevent illness.; Physical Development and Health — PDH 3.3.2 Personal Care: Children participate in personal care routines with adult guidance and increasing independence.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas and needs.

						48–60 Months	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	K. Personal care and healthy behavior; L. Speaking; E. Building relationships with adults	18. Personal care: Children carry out personal care routines on their own.; 19. Healthy behavior: Children engage in healthy practices.; 22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate awareness of healthy hygiene practices that support wellness and prevent illness.; Physical Development and Health — PDH 3.3.2 Personal Care: Children participate in personal care routines with adult guidance and increasing independence.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas and needs.
		IT-PMP 10	Child uses safe behavior	P-PMP 6	Child demonstrates knowledge	Birth–9 Months	Emerging Skills			
						8–18 Months	Emerging Skills			

			s with support from adults		of personal safety practices and routines	16–36 Months	Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.	K. Personal care and healthy behavior M. Listening and comprehension E. Building relationships with adults G. Community	14. Healthy behavior: Children engage in healthy practices. 16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other adults. 11. Group participation: Children participate in group routines.	Physical Development and Health – Children demonstrate increasing awareness of safe and unsafe behaviors and accept adult guidance for safety. Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						36–48 Months	Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	K. Personal care and healthy behavior; E. Building relationships with adults; G. Community	19. Healthy behavior: Children engage in healthy practices.; 12. Building relationships: Children build relationships with other children and adults.; 11. Community: Children participate in the community of the classroom.	Physical Development and Health — PDH 3.4.1 Safety: Children demonstrate awareness of safety rules and practices and seek support from trusted adults when needed.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with adults who provide support.; Social Studies — SS 8.2.1 Community Membership: Children participate in and follow expectations within the classroom community.

						48–60 Months	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	K. Personal care and healthy behavior; G. Community; M. Listening and comprehension	19. Healthy behavior: Children engage in healthy practices.; 11. Community: Children participate in the community of the classroom.; 21. Comprehension: Children understand language.	Physical Development and Health — PDH 3.4.1 Safety: Children demonstrate increasing independence in following basic safety rules and practices while using adult guidance for more complex situations.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their behavior with increasing independence.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
		IT-PMP 11	Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food	P-PMP 5	Child develops knowledge and skills that help promote nutritious food choices and eating habits	Birth–9 Months	Emerging Skills			
						8–18 Months	Shows interest in new foods that are offered.	K. Personal care and healthy behavior A. Initiative and planning	3. Self-help: Children do things for themselves. 1. Initiative: Children express initiative.	Physical Development and Health – Children participate in healthy eating routines and explore a variety of foods. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

			food choices			16–36 Months	Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.	K. Personal care and healthy behavior A. Initiative and planning E. Building relationships with adults	3. Self-help: Children do things for themselves. 1. Initiative: Children express initiative. 6. Relationships with adults: Children build relationships with other adults.	Physical Development and Health – Children participate in healthy eating routines and make food choices with adult support. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
						36–48 Months	Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	K. Personal care and healthy behavior; M. Listening and comprehension	19. Healthy behavior: Children engage in healthy practices.; 21. Comprehension: Children understand language.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate increasing awareness of healthy foods and practices that support wellness.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

						48–60 Months	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	K. Personal care and healthy behavior; A. Initiative and planning; FF. Knowledge of self and others	19. Healthy behavior: Children engage in healthy practices.; 1. Initiative: Children demonstrate initiative as they explore their world.; 7. Self-identity: Children have a positive self-identity.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate increasing awareness of healthy foods and practices that support growth and wellness and make healthy choices with increasing independence.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative as they make choices and participate in learning.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves and their needs.