HIGHSCOPE®

THE HIGHSCOPE curriculum AND COR Advantage®

2026 New Mexico Early Learning Guidelines

Preschool and Infant-Toddler

2026 HighScope Alignment

ALIGNMENT



NM all ages 2026, HS 2026								
Domain	**Subdomain**	**Standard Code**	**Standard Statement**	**Age Band**	**Indicator**	**COR Advantage Items**	**Key Developmental Indicators (KDIs)**	**Early Learning Goals (ELGs)**
1. Approaches to Learning	1.1 Creative Expression	1.1.A	The child exhibits imagination and creativity.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Shows interest in and curiosity about objects in their environment, manipulating objects and imitating actions observed (e.g., brings hands to face for teacher to play peek-a-boo).	A/X	IT : 1. Initiative; 37. Exploring art materials	IT: AL 1.1.1 Choose how to explore
		1.1.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Uses objects for imagined purposes (e.g., combines different art materials in novel ways, such as pressing leaves into playdough).	A/X	IT: 1. Initiative; 37. Exploring art materials	IT : AL 1.1.1 Choose how to explore

1.1.A		Deepening and Stretching (Preschool: 28-45 months)	Creates novel scenarios and designs integrating a variety of materials (e.g., creates a working ranch using blocks for barns, sticks for fences, and small toys as cattle and horses).	A/X	PreK: 1 Initiative; 40 Art	PreK: AL 1.1.1 Take the lead in exploring
1.1.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Uses a wide variety of objects to represent imaginary scenarios based on things they've experienced or seen (e.g., uses battery-powered LED tea lights, paper bags, and sand to experiment with different ways to make luminaria light patterns, discovering how different sized holes create various light effects).	A/X	PreK: 1 Initiative; 40 Art	PreK: AL 1.1.1 Take the lead in exploring

		1.1.B	The child engages in the dramatic arts.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Shows interest in and curiosity about objects and people in their environment (e.g., watches another child cradle a doll).	AA; BB	IT: 36. Imitating and pretending, 22. Exploring objects	IT: CA 9.4.1 Participate in play scenarios
		1.1.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Watches others engage in simple pretend actions and sometimes imitates them (e.g., puts a basket on their head like a hat after seeing another child do this).	AA	IT : 36. Imitating and pretending; 43 Pretend Play	IT: CA 9.4.1 Participate in play scenarios

		1.1.B		Deepening and Stretching (Preschool: 28-45 months)	Engages in pretend play with others, collaborating to create a shared imaginative experience that may reflect family routines, home language, or cultural traditions (e.g., working with a peer to make playdough tortillas).	AA	PreK: 43. Pretend Play	PreK: CA 9.4.1 Create play scenarios
		1.1.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact roles and experiences (e.g., sets up a 'quinceañera' one child plays the role of the birthday girl, dressing in a costume fancy dress, while others act as party guests eating a variety of party foods using props).	AA	PreK: 43. Pretend Play	PreK: CA 9.4.1 Create play scenarios

		1.1.C	The child engages in the musical arts.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Responds to a variety of sounds, vocalizations, and vibrations (e.g., sways to familiar music and sounds from cultural context).	Y	IT: 39.Listen to music, 40. Respond to music	IT: CA 9.2.1 Create music
		1.1.C		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Engages with a variety of sounds, vocalizations, and vibrations using their voice, body, or objects (e.g., engages in storytelling that integrates sounds and tempo like in the book Going on a Bear Hunt).	Y	IT: 39.Listen to music, 40. Respond to music	IT: CA 9.2.1 Create music

		1.1.C		Deepening and Stretching (Preschool: 28-45 months)	Engages with the tempo (speed) and dynamics (loudness) of sounds and music using voice, body and objects (e.g., experiments with sticks and varying spoons as batons to create different drumbeats on varying containers).	Y	PreK: 41 Music	PreK: CA 9.2.1 Create music
		1.1.C		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Creates and experiments with sounds, vocalizations, and vibrations to express ideas and emotions (e.g., makes storm sounds by combining voice (whoooosh), drums (thunder), and shakers (rain) while telling peers ‘this is a scary storm’).	Y	PreK: 41 Music	PreK: CA 9.2.1 Create music

		1.1.D	The child engages in the visual and tactile arts.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Views and shows preference to visual and/or tactile art (e.g., photos, or sculptures in a local park).	X	IT: 37. Exploring art materials, 38. Identifying visual images	IT: CA 9.1.1 Create 2-D and 3-D art, CA 9.5.1 Show preferences; PreK: CA 9.1.1 Visual arts, CA 9.5.1 Art appreciation
		1.1.D		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Explores art materials and experiments making art with a variety of materials and adult support (e.g., fabrics, natural objects like pinecones, as well as paints and other mediums).	X	IT: 37. Exploring art materials, 38. Identifying visual images; PreK: 40 Art, 44. Appreciating the arts	IT: CA 9.1.1 Create 2-D and 3-D art, CA 9.5.1 Show preferences

	1.1.D		Deepening and Stretching (Preschool: 28-45 months)	Creates a sculpture with a variety of materials that represent a real or imagined object (e.g., glues a variety of recycled cardboard tubes and boxes together and then paints the sculpture identifying it as their computer).	X	PreK: 40 Art, 44. Appreciating the arts	PreK: CA 9.1.1 Visual arts, CA 9.5.1 Art appreciation
	1.1.D		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Creates paintings, drawings, and sculptures that include a variety of details (e.g., works with peers over time to depict the Balloon Fiesta by creating papier-mâché hot air balloons in bright colors and drawing a detailed map on chart paper showing where the balloons launch and land around Albuquerque).	X	PreK: 40 Art, 44. Appreciating the arts	PreK: CA 9.1.1 Visual arts, CA 9.5.1 Art appreciation

1.2 Curiosity, Initiative, and Problem-Solving	1.2.A	The child shows curiosity and initiative in interactions and experiences.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Actively explores and manipulates familiar and new objects (e.g., mouths, pats, grasps, moves objects), discovering new ways to manipulate them (e.g., throws different items into a metal bowl or a basket, drives a toy truck).	A/BB	IT : 1. Initiative, 22. Exploring objects	IT: AL 1.1.1 Choose how to explore; AL 1.2.1 Sustain attention and engagement
	1.2.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Shows curiosity and interest in new objects, experiences, and people, using senses (e.g., sight, smell, touch) to explore the world, taking risks, reacting both physically and verbally (e.g., touching a shiny object and saying/signing 'shiny').	A/BB	IT: 1. Initiative, 22. Exploring objects; PreK 1. Initiative, 4. Problem solving	IT: AL 1.1.1 Choose how to explore; AL 1.2.1 Sustain attention and engagement; PreK: AL 1.1.1 Take the lead in exploring, AL 1.2.1 Sustain attention and egnagement

		1.2.A		Deepening and Stretching (Preschool: 28-45 months)	Demonstrates curiosity and appropriate risk-taking when investigating their surroundings, using multiple senses to observe, explore, test ideas, and gather information about their world (e.g., experimenting with cause-and-effect, comparing objects, trying different approaches).	A/BB	PreK: 1. Initiative, 45. Observing	PreK: AL 1.1.1 Take the lead in exploring, AL 1.2.1 Sustain attention and egnagement, SS 6.1.1 Scientific inquiry
		1.2.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Uses multiple senses to explore materials and persists in investigations even when results aren't immediately clear (e.g., investigates different herbs by looking, touching, smelling, and tasting to compare mint, basil, and rosemary).	A/BB	PreK: 1. Initiative, 45. Observing	PreK: AL 1.1.1 Take the lead in exploring, AL 1.2.1 Sustain attention and egnagement, SS 6.1.1 Scientific inquiry

		1.2.B	The child displays persistence and pursues challenges through problem-solving.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Participates in interactions and explores objects, often repeating actions to observe the cause and effect, or further investigation (e.g., drops objects repeatedly to test emerging theories and as a game).	B/CC	IT: 2. Problem solving, 35. Cause and effect	IT: AL 1.3.1 Problem solving, AL 1.2.2 Sustain effort, S 6.1.1 Scientific inquiry
		1.2.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Persistently repeats actions to accomplish a goal, despite facing obstacles (e.g., works with a shape sorter).	B/CC	IT: 2. Problem solving, 35. Cause and effect; PreK: 4. Problem solving, 47. Experimanting, 49. Drawing conclusions	IT: AL 1.3.1 Problem solving, AL 1.2.2 Sustain effort, S 6.1.1 Scientific inquiry; PreK: AL 1.3.1 Problem solving, AL 1.2.2 Sustain effort; S 6.1.1 Scientific inquiry

1.2.B		Deepening and Stretching (Preschool: 28-45 months)	Confidently focuses on goals and experiments with different strategies to achieve a goal, overcoming challenges, at times with the support of an adult (e.g., while responding to an adult prompt, the child has a hard time finding the right word on their AAC device, pauses and then finds and points to the word by scanning a printed picture card).	B/CC	PreK: 4. Problem solving, 47. Experimanting, 49. Drawing conclusions	PreK: AL 1.3.1 Problem solving, AL 1.2.2 Sustain effort; S 6.1.1 Scientific inquiry
1.2.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Persists on goals and experiments by using multiple strategies and sometimes relies on an adult's support, demonstrating increasing confidence (e.g., when writing a card for mom asks a friend or adult how to write a specific word).	B/CC	PreK: 4. Problem solving, 47. Experimanting, 49. Drawing conclusions	PreK: AL 1.3.1 Problem solving, AL 1.2.2 Sustain effort; S 6.1.1 Scientific inquiry

	1.3 Executive Functioning	1.3.A	The child builds their capacity to retain and use information immediately (working memory).	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Begins to understand that familiar people and objects continue to exist even when out of sight (e.g., goes to the door and says/signs 'Mama' when hearing a car in the driveway).	C/CC	IT: 23. Object permamence	IT : AL 1.3.2 Reflection, S 6.1.1 Scientific inquiry
		1.3.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Actively searches for hidden objects or people and follows simple directions (e.g., brings shoes when adult asks).	C/CC	IT: 23. Object permamence ; PreK: 6 Reflection	IT : AL 1.3.2 Reflection, S 6.1.1 Scientific inquiry; PreK: AL 1.3.2 Reflection

		1.3.A		Deepening and Stretching (Preschool: 28-45 months)	Engages in play and activities that require holding a rule or concept in mind and follows simple two-step directions (e.g., washes hands with soap and dries them before sitting down for snack).	C	PreK: 6 Reflection	PreK: AL 1.3.2 Reflection
		1.3.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Retains complex directions or concepts and uses this information for multistep play, planning/organizing task completion, and following more intricate directions (e.g., remembers to line up for the door to go to the playground, asks for sunscreen, and takes their water bottle before going out to play).	C	PreK: 6 Reflection	PreK: AL 1.3.2 Reflection

		1.3.B	The child enhances their ability to regulate impulses and responses (inhibitory control).	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Responds to adult guidance to stop or slow down actions (e.g., stops reaching for a forbidden object when adult says 'no' and redirects their attention).	D/H	IT: 8. Emotions, 9. Empathy	IT SE 2.2.1 Name emotions, 2.1.2 Regulate emotions, 2.2.3 Solving social problems
		1.3.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Shows beginning ability to control impulses with adult reminders (e.g., waits for adult to open snack container instead of grabbing it, stops at the edge of the rug when reminded during movement time).	D/H	IT: 8. Emotions, 9. Empathy; PreK: 9. Emotions, 15 Conflict Resolution	IT SE 2.2.1 Name emotions, 2.1.2 Regulate emotions, 2.2.3 Solving social problems; PreK: SE 2.1.1 Name emotions, SE 2.1.2 Regulate emotions, SE 2.2.3 Solve social problems

		1.3.B		Deepening and Stretching (Preschool: 28-45 months)	Shows emerging control in regulating impulsive behaviors by pausing before reacting (e.g., asks another child if they can play with the toy next).	D/H	PreK: 9. Emotions, 15 Conflict Resolution	PreK: SE 2.1.1 Name emotions, SE 2.1.2 Regulate emotions, SE 2.2.3 Solve social problems
		1.3.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Consistently regulates impulses independently across different situations (e.g., stops running when entering a quiet area without reminders, waits for everyone to sit before starting to eat snack).	D/H	PreK: 9. Emotions, 15 Conflict Resolution	PreK: SE 2.1.1 Name emotions, SE 2.1.2 Regulate emotions, SE 2.2.3 Solve social problems
		1.3.C	The child enhances their ability to adapt attention, actions, and behaviors (cognitive flexibility).	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Repeats actions and behaviors, maybe trying multiple approaches to reach a goal (e.g., reaches for a toy, and when it rolls away, tries crawling toward it instead).	B/ C	IT: 2. Problem solving	IT: AL 1.2.2 Sustain efforts, AL 1.3.1 Problem solving

		1.3.C		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Shifts focus, attending to new information or participating in new activities, exploring new ways of using objects (e.g., arranges small manipulatives in a long curvy line and says 'Look! Snake!!').	B/C	IT: 2. Problem solving	IT: AL 1.2.2 Sustain efforts, AL 1.3.1 Problem solving
		1.3.C		Deepening and Stretching (Preschool: 28-45 months)	Adjusts actions and behaviors to solve a problem or adapt to changes in routines, with the assistance of an adult (e.g., uses a clip board when suggested by an adult when paper keeps tearing as they draw on the carpeted floor; when given two visual problem solving cards, child takes one to a friend and points to it).	B/C	PreK 1. 4. Problem solving, 6. Reflection	PreK: AL 1.2.2 Sustain efforts, AL 1.3.1 Problem solving

		1.3.C		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Demonstrates flexibility in thinking and behavior, considers alternatives to solving a problem, and switches approaches (e.g., when gluing colored paper on a cardboard creation and the glue keeps dripping off, switches to tape).	B/ C	PreK 1. 4. Problem solving, 6. Reflection	PreK: AL 1.2.2 Sustain efforts, AL 1.3.1 Problem solving
2. Communication, Language, and Literacy	2.1 Listening and Communicating	2.1.A	The child attends and responds to others in joint attention.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Attends to familiar adults through eye contact. Facial expressions and/or glances in direction of familiar adult touch and bodily movements (e.g., smiles to the adult when they invite them to eat in parentese). Note: Parentese is a style of speaking where adults use a higher pitch, slower tempo, and exaggerated intonation.	M/E	IT: 16. Listening and responding, 6. Relationhsips with adults	IT: LL 4.1.2 Respond to questions, SE 2.2.1 Interact with others

		2.1.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Understands an increasing variety of communication including gestures, signs, words, and phrases (e.g., points to the stuffed fish on the shelf when an adult sings 'slippery fish').	M	IT: 16. Listening and responding	IT: LL 4.1.1 Use language and other communication, LL 4.1.4 Understand and use more words
		2.1.A		Deepening and Stretching (Preschool: 28-45 months)	Engages in shared communication (e.g., responds to a peer's discovery of an insect on the playground by getting a bug catcher).	M	PreK: 21 Comprehension, 23. Vocabulary	PreK: LL 4.1.1 Use language, 4.1.2 Understand and respond to questions

		2.1.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Participates in extended reciprocal interactions that include turn-taking and shared conversations with various adults and children, showing a depth of understanding on a variety of complex topics (e.g., works with a peer to recreate a story using animal figures).	M	PreK: 21 Comprehension, 23. Vocabulary	PreK: LL 4.1.1 Use language, 4.1.2 Understand and respond to questions

		2.1.B	The child listens and/or attends demonstrating understanding of language.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Shows recognition of familiar sounds, words, and/or signs in a social context through facial expressions, gestures, sounds, AAC device, or words. Note: Children who are D/deaf or hard of hearing have the ability to engage and attend to the various methods of communication around them including a variety of sign languages.	M	IT: 16. Listening and responding	IT: LL 4.1.1 Use language and other communication
		2.1.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Understands an increasing number of words, simple directions, questions, and conversations (e.g., reaches for a book when the caregiver says, 'it's story time!').	M	IT: 16. Listening and responding	IT: LL 4.1.1 Use language and other communication

		2.1.B		Deepening and Stretching (Preschool: 28-45 months)	Understands and follows multi-step directions, even when some parts are related to things outside the immediate surroundings (e.g., 'Get your coat from your cubby, then meet me by the door').	M	PreK: 21 Comprehension	PreK: LL 4.1.1 Use language
		2.1.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Demonstrates understanding of more complex language structures, by responding appropriately to multi-part questions and making connections between related ideas (e.g., when asked why their favorite book is 'Lucia the Luchadora,' the child responds, 'because she wears a cool mask!').	M	PreK: 21 Comprehensionn	PreK: LL 4.1.1 Use language, LL 4.1.2 Understand and respond to questions

		2.1.C	The child develops the capacity to communicate using speech (in English and/or their native language), nonverbal gestures, and/or sign language.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Imitates, says or signs at least a few words or approximation of words that familiar adults understand (e.g., says 'wawa' for water). Note: Babbling is a stage of language development where they produce strings of sounds or approximations that sound like adult speech, but are not actual words.	L	IT: 19. Speaking	IT: LL 4.1.1 Use language and other communication
		2.1.C		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Begins to communicate more clearly and consistently through sound combinations, words that more closely resemble adult pronunciations, signs, and/or gestures (e.g., says in Spanish 'perro guau guau' when looking at a dog).	L	IT: 19. Speaking	IT: LL 4.1.1 Use language and other communication

		2.1.C		Deepening and Stretching (Preschool: 28-45 months)	Uses clearer speech and/or signs so that familiar adults understand although may have some difficulty with some sounds in words (e.g., My brudder is at school').	L	PreK: 22 Speaking	PreK: LL 4.1.1 Use language
		2.1.C		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Communicates using more complex speech in their home language, English, and/or sign language for a variety of purposes related to real experiences and different members of their family and community.	L	PreK: 22 Speaking	PreK: LL 4.1.1 Use language

		2.1.D	The child understands and uses an expanding vocabulary.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Understands a few familiar words or signs and shows understanding by looking at the person or object when named (e.g., signs water and milk when an adult asks if they are thirsty).	L	IT: 17. Non-verbal communication, 19. Speaking	IT: LL Use language and other communication; LL 4.1.4 Understand and use new words
		2.1.D		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Refers to people or objects with simple words and/or signs, sometimes reusing familiar terms in one or more languages for new things (e.g., calls a horse a cow or says 'moo').	L	IT: 17. Non-verbal communication, 19. Speaking	IT: LL Use language and other communication; LL 4.1.4 Understand and use new words
		2.1.D		Deepening and Stretching (Preschool: 28-45 months)	Understands and uses words frequently used in their context in one or more languages (e.g., the cactus is pokey and green).	L	PreK: 23 Vocabulary	PreK: LL 4.1.4 Use variety of vocabulary

		2.1.D		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Uses an increasing variety of words in one or more languages or signs to talk about familiar experiences (like ideas and actions) and to describe interests or sort items (e.g., categorizes and states that hawks and eagles are animals that fly and coyotes and black bears are animals that live on land).	L	PreK: 23 Vocabulary	PreK: LL 4.1.4 Use variety of vocabulary

		2.1.E	The child engages in conversation in their native language, English, and/or sign language.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Coos, babbles, uses sounds and/or signs in social situations to express needs (e.g., screeches or says ‘mamama’ to get attention from caregivers; signs ‘more’ for food or drink). Note: Children learning multiple languages may unintentionally blend words from different languages (also known as ‘translanguaging’).	L	IT: 17. Non-verbal communication, 19. Speaking	IT: LL 4.1.1 Use language and other communication, LL 4.1.3 Communicate needs

		2.1.E		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Uses one or two words, signs, and/or utterances to communicate wants, needs, and interests (e.g., combines Diné and English to say Yá'át'ééh morning).	L	IT: 17. Non-verbal communication, 19. Speaking, 18. Two-way communication	IT: LL 4.1.1 Use language and other communication, LL 4.1.3 Communicate needs
		2.1.E		Deepening and Stretching (Preschool: 28-45 months)	Engages in increasingly complex back-and-forth exchanges during interactions by combining vocalizations, words or signs to communicate needs, wants, ideas, information, and interests.	L	PreK: 22 Speaking	PreK: LL 4.1.1 Use language, LL 4.1.4 Use variety of vocabluary

		2.1.E		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Actively participates in more complex conversation through initiating, responding and elaborating with meaningful questions and responses (e.g., a child using an assistive technology device can respond to multiple questions asked by a teacher by navigating to different pages on their talker or another child says 'Quiero más arroz por favor').	L	PreK: 22 Speaking, 21. Comprehension	PreK: LL 4.1.1 Use language, LL 4.1.2 Respond to questions, LL 4.1.5 Discussion norms
		2.1.F	The child uses conventions of language in one or more languages (grammar).	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Combines babbles, coos, and verbal approximations with body movements and facial expressions.	L	IT: 17. Non-verbal communication, 19. Speaking, 18. Two-way communication	IT: LL 4.1.1 Use language

		2.1.F		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Communicates using simple words or signs sometimes combining two words, often accompanied by gestures or pictures (e.g., 'Me jump').	L	IT: 19. Speaking, 18. Two-way communication	IT: LL 4.1.1 Use language
		2.1.F		Deepening and Stretching (Preschool: 28-45 months)	Combines several words into short phrases or sentences, correctly using basic grammar like plurals, pronouns, and regular verbs (e.g., says 'My cats are at home').	L	PreK: 22 Speaking	PreK: LL 4.1.1 Use language

		2.1.F		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Constructs more complex sentences that include multiple clauses, and makes references to future and past events (e.g., says 'I went to my cousin's birthday party at the farm and saw sheep and horses').	L	PreK: 22 Speaking	PreK: LL 4.1.1 Use language
	2.2 Foundational Literacy	2.2.A	The child demonstrates an understanding of print awareness.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Shows an interest in books by mouthing, patting, and touching. Note: Multilingual children may show stronger print understanding in their most familiar language.	Q	IT: 20. Exploring print	IT: LL 4.4.2 Demonstrate readin conventions

		2.2.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Begins to recognize familiar symbols and pictures (e.g., sees corn and says/signs 'yum' and pretends to eat) and shows a strong interest in familiar stories by requesting them frequently.	P, Q	IT: 20. Exploring print	IT: LL 4.4.2 Demonstrate readin conventions, LL 4.4.1 Engage with print
		2.2.A		Deepening and Stretching (Preschool: 28-45 months)	Develops the ability to recognize familiar symbols, images, and text and understands that stories and pictures convey meaning (e.g., makes the connections that a green triangle made out of arrows means 'recycle').	P, Q	PreK: 26. Reading, 27 Concepts About Print	PreK: LL 4.4.1 Understand print concepts

		2.2.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Understands that symbols, pictures, signs, and printed words convey meaning and develops an increasing understanding of the meaning carried by each, including differentiating types of script for different languages if the child is a multilingual learner (e.g., can identify different Pashto characters and begins to understand what they mean).	P, Q	PreK: 26. Reading, 27 Concepts About Print	PreK: LL 4.4.1 Understand print concepts
		2.2.B	The child understands print conventions.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Explores pictures, images in the environment, and books as objects (e.g., looks and points to or pats the illustrations).	Q, P	IT: 20. Exploring print	IT LL 4.4.2 Demonstrate readin conventions, LL 4.4.1 Engage with print

		2.2.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Engages with books by turning pages (e.g., turning multiple pages at a time or lifting the flaps or claps and makes noises as the book is read).	Q	IT: 20. Exploring print	IT LL 4.4.2 Demonstrate readin conventions, LL 4.4.1 Engage with print
		2.2.B		Deepening and Stretching (Preschool: 28-45 months)	Shows awareness of how books work by pointing to the illustrations and words (or running fingers over braille), holds the book in the correct orientation, and responds to familiar patterns and rhymes in stories in the language(s) they speak.	Q	PreK: 28 Book Knowledge	PreK: LL 4.4.2 Demonstrate reading conventions

		2.2.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Demonstrates knowledge of print conventions and book use by orienting books properly, identifies key features like the title page, and shows understanding of directionality by tracking print from left to right and top to bottom, navigates pages in order (e.g., says 'read 'Hungry Caterpillar' please' and turns to the strawberry page of the book).	Q	PreK: 28 Book Knowledge	PreK: LL 4.4.2 Demonstrate reading conventions
		2.2.C	The child develops phonological awareness (an understanding that words are made up of sounds).	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Experiments with simple sounds by cooing and babbling and begins to recognize sounds that pertain to their native language.	N	IT: 21. Enjoying language	IT: LL 4.3.1 Enjoy songs and rhymes

		2.2.C		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Demonstrates a range of reactions to spoken words, phrases, stories, and songs (e.g., including following along with an adult singing Apples and Bananas by approximating ‘eee’ and ‘aye’ and ‘oh’).	N	IT: 21. Enjoying language	IT: LL 4.3.1 Enjoy songs and rhymes
		2.2.C		Deepening and Stretching (Preschool: 28-45 months)	Indicates awareness that spoken language is made up of individual sounds, begins to recognize similarities and differences between them (e.g., can identify the beginning sound in their name).	N	PreK: 24 Phonological Awareness	PreK: LL 4.3.1 Phonological awareness

		2.2.C		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Displays an understanding that spoken language can be analyzed, manipulated and blended using words, syllables and individual sounds (e.g., can identify and clap out the syllables such as ‘di-no-saur’ or ‘yel-low’ or ‘go’).	N	PreK: 24 Phonological Awareness	PreK: LL 4.3.1 Phonological awareness
		2.2.D	The child participates in rhyming and word play.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Responds to rhythmic language in rhymes and songs (e.g., bounces up and down when hearing ‘The Wheels on the Bus’ song).	N	IT: 21. Enjoying language	IT: LL 4.3.1 Enjoy songs and rhymes

		2.2.D		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Follows along with and repeats rhyming words and alliterative phrases from familiar books, songs, and nursery rhymes (e.g., the book 'Chicka Chicka Boom Boom' by Bill Martin Jr. and John Archambault).	N	IT: 21. Enjoying language	IT: LL 4.3.1 Enjoy songs and rhymes
		2.2.D		Deepening and Stretching (Preschool: 28-45 months)	Distinguishes between words that rhyme and words that do not rhyme.	N	PreK: 24 Phonological Awarenes	PreK: LL 4.3.1 Phonological awareness
		2.2.D		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Recognizes and produces rhyming sounds and words.	N	PreK: 24 Phonological Awareness	PreK: LL 4.3.1 Phonological awareness

		2.2.E	The child can identify letters in English and other alphabetic languages.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Attends to adults when read to.	O	IT: 20. Exploring print	IT: 4.5.2 Engage with books read by adults
		2.2.E		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Begins to understand the difference between pictures and printed text.	O	IT: 20. Exploring print	IT: LL 4.2.1 Name a letter
		2.2.E		Deepening and Stretching (Preschool: 28-45 months)	Recognizes letters and familiar words or text and can match some letter names to their printed form (e.g., recognizes the first letter of their name).	O	PreK: 25 Alphabetic Knowledge	PreK LL 4.2.1 Name letters

		2.2.E		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Correctly matches many letter names (some in uppercase and lowercase) to their printed form.	O	PreK: 25 Alphabetic Knowledge	PreK LL 4.2.1 Name letters
		2.2.F	The child learns letter-sound correspondence in English and other alphabetic languages.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Attends to adults when they are spoken or signed to (e.g., child babbles dadada and the adult responds by saying 'Are you saying daddy? Duh-duh-duh-Daddy!').	O	IT: 20. Exploring print	IT: 4.5.2 Engage with books read by adults
		2.2.F		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Notices the sounds that some letters make (e.g., attends to an adult while they emphasize the /b/ sound when reading the book 'Brown Bear, Brown Bear, What Do You See?' and tries to imitate the adult's mouth movements).	O	IT: 20. Exploring print	IT: LL 4.2.1 Name a letter

		2.2.F		Deepening and Stretching (Preschool: 28-45 months)	Begins to connect letters with their corresponding sounds by producing several letter sounds and can identify multiple words that start with the same sound.	O	PreK: 25 Alphabetic Knowledge	PreK: LL 4.2.2 Identify letter-sound correspondences
		2.2.F		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Accurately identifies and/or produces sounds associated with several letters or characters.	O	PreK: 25 Alphabetic Knowledge	PreK: LL 4.2.2 Identify letter-sound correspondences
	2.3 Foundational Reading	2.3.A	The child demonstrates an interest in literacy activities (e.g., community and cultural knowledge experiences, storytelling,	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Shows an interest in and attends to literacy activities (e.g., knows when a chant or song ends).	P, Q	IT: 20. Exploring print	IT: LL 4.5.1 Preference for familiar books, LL 4.5.2 Engage with books read by adults

		2.3.A	read-alouds, chanting, singing, engaging with books, and writing).	Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Follows along in literacy activities modeled by adults (e.g., gestures with 'la araña pequeñita' and watches for the next part of the song).	P, Q	IT: 20. Exploring print	IT: LL 4.5.1 Preference for familiar books, LL 4.5.2 Engage with books read by adults
		2.3.A		Deepening and Stretching (Preschool: 28-45 months)	Participates in literacy activities in a variety of ways (e.g., requests favorite books and then repeats common phrases in the story).	P, Q	PreK: 26 Reading, 27. Concepts about print	PreK: LL 4.5.1 Book enjoyment, LL 4.5.2 Enjoy shared reading experiences
		2.3.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Shows growing interest and participation in literacy activities for longer periods and with increasing independence (e.g., shows initiative during block play by bringing paper and pencils to sketch out a building plan).	P, Q	PreK: 26 Reading, 27. Concepts about print	PreK: LL 4.5.1 Book enjoyment, LL 4.5.2 Enjoy shared reading experiences

		2.3.B	The child demonstrates story comprehension.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Engages with books during shared reading by looking at pictures and/or touching tactile elements in adapted books with an adult (e.g., nodding and smiling).	M, Q	IT: 20. Exploring print, 16. Listening and responding	IT: LL 4.5.2 Engage with books read by adults
		2.3.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Joins in storytelling, reading, and/or singing by pointing at illustrations, touching tactile features, and saying or signing a few familiar words.	M, Q	IT: 20. Exploring print, 16. Listening and responding	IT: LL 4.5.2 Engage with books read by adults
		2.3.B		Deepening and Stretching (Preschool: 28-45 months)	Recognizes and recalls basic details about characters or events after engaging with the story more than once.	M, Q	PreK: 21 Comprehension, 28. Book knowledge	PreK: LL 4.5.2 Enjoy shared reading experiences, LL 4.7.1 Retell familiar stories

		2.3.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Demonstrates comprehension of key story elements, such as characters, events, and their sequence, and applies this understanding to anticipate what might happen next.	M, Q	PreK: 21 Comprehension, 28. Book knowledge	PreK: LL 4.5.2 Enjoy shared reading experiences, LL 4.7.1 Retell familiar stories
		2.3.C	The child demonstrates emergent reading behaviors.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Begins to vocalize when looking at a book (e.g., uttering when seeing a picture of a puppy).	P	IT: 20. Exploring print, 16. Listening and responding	IT: LL 4.5.2 Engage with books read by adults
		2.3.C		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Imitates reading using tone, volume, approximations, and simple words and/or signs (e.g., follows along with the tone that the adult uses and signs 'please' when reading the book 'Please, Baby, Please' by Spike Lee).	P	IT: 20. Exploring print, 16. Listening and responding	IT: LL 4.5.2 Engage with books read by adults

	2.3.C		Deepening and Stretching (Preschool: 28-45 months)	Identifies the first letters and/or their own name in print or braille.	P	PreK: 26 Reading	PreK: LL 4.4.1 Understand print concepts
	2.3.C		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Recognizes more familiar symbols and/or print and may be able to 'read' (identify) simple words, predictable text, environmental print, and signs adjusting the tone and volume to follow along (e.g., uses different voices for different characters in the book 'How Do You Hug a Porcupine?' by Laurie Isop or can identify peer names when printed).	P	PreK: 26 Reading	PreK: LL 4.4.1 Understand print concepts

2.4 Foundational Writing	2.4.A	The child understands writing as a form of communication and recording information.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Engages in early mark-making by producing spontaneous scribbles.	R, X	IT: 37. Exploring art materials	IT: LL 4.6.1 Use writing tools
	2.4.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Begins to make more deliberate marks to draw lines, circle-like shapes, and/or other intentional marks (e.g. make back-and-forth marks with fat crayons and says 'I'm writing').	R, X	IT: 37. Exploring art materials	IT: LL 4.6.1 Use writing tools
	2.4.A		Deepening and Stretching (Preschool: 28-45 months)	Uses early writing forms, such as scribbles, drawing, letter-like forms, and letter strings to communicate with intention to represent ideas (e.g., scribbling food orders while playing restaurant).	R	PreK: 29. Writing	Prek: LL 4.6.1 Use writing tools

		2.4.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Expresses ideas and thoughts and can add details in their drawing and writing for the purposes of communication or recording information (e.g., creates a book about their pet with drawings on each page and dictates text for an adult to write, then 'reads' it back to friends). Note: With support, children can also engage with and leverage various appropriate digital tools to create and share early writing.	R	PreK: 29. Writing	Prek: LL 4.6.1 Use writing tools, LL 4.6.2 Write narrative text, LL 4.6.3 Write informational text
		2.4.B	The child develops awareness and representation of their own identity through name recognition and writing.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Shows recognition when hearing their name spoken (e.g., turns head, makes eye contact, smiles when caregiver says their name).	R, O	IT: 16. Listening and responding	IT: LL 4.1.2 Respond to questions, SE 2.2.1 Interact with others

		2.4.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Identifies self in photographs or mirrors; begins to show interest when their written name is pointed out (e.g., on cubby, artwork, or belongings).	R, FF	IT: 20. Exploring print, 4. Distinguishing self and others	IT: SS 8.1.1 Identify similarities and differences, LL 4.4.1 Engage with print
		2.4.B		Deepening and Stretching (Preschool: 28-45 months)	Recognizes own written name in various contexts; attempts to write or make marks representing their name; identifies first letter of their name in environmental print; may begin to write the first letter of own name.	R, O	PreK: 29 Writing, 25 Alphabetic Knowledge	PreK: LL 4.2.2 Identify letter-sound correspondences, LL 4.6.1 Use writing tools

		2.4.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Writes first name independently (may still be developing proper letter formation); recognizes and identifies first letters of family members' and friends' names.	R, O	PreK: 29 Writing, 25 Alphabetic Knowledge	PreK: LL 4.2.2 Identify letter-sound correspondences, LL 4.6.1 Use writing tools
3. Physical Development and Health	3.1 Daily Routines, Health and Nutrition	3.1.A	The child displays self-help skills in daily routines.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Participates in daily routines and communicates basic needs to adults (e.g., lifts arms during dressing, shakes hands when they need to be wiped clean).	G, K	IT: 3. Self-help	IT: PDH 3.3.3 Participate in care routines
		3.1.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Actively demonstrates interest in and willingness to participate in daily routines (e.g., gets diaper bag, helps put toys away when asked).	G, K	IT: 3. Self-help, 11. Group participation	IT: PDH 3.3.3 Participate in care routines

		3.1.A		Deepening and Stretching (Preschool: 28-45 months)	Demonstrates some initiative with daily self-care routines (e.g., washes hands at sink, uses visual schedule to point to what is next in routine).	G, K	PreK: 19 Personal Care	PreK: PDH 3.3.3 Participate in care routines
		3.1.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Engages in a variety of behaviors outside in the cold, cleans up without being prompted, gets white cane before lining up to go outside, finds a fidget toy to use before joining large group.	G, K	PreK: 19 Personal Care	PreK: PDH 3.3.3 Participate in care routines
		3.1.B	The child explores a variety of healthy foods.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Tries a range of solid foods and begin to self-feed with small, soft finger foods (e.g., pieces of banana, may begin to vocalize tastes they like and dislike).	K	IT: 3. Self-help	IT: PDH 3.3.3 Participate in care routines

		3.1.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Demonstrates feeding skills and chewing foods of various textures and tastes (e.g., stew with vegetables and meat, uses a spoon or other utensil).	K	IT: 3. Self-help	IT: PDH 3.3.3 Participate in care routines
		3.1.B		Deepening and Stretching (Preschool: 28-45 months)	Exhibits food preferences, including favorites, and chooses between two options when offered (e.g., selects red or green chile, talks about foods eaten at home).	K	PreK: 20 Healthy Behavior	PreK: PDH 3.3.3 Participate in care routines, PDH 3.3.1 Discuss healthy choices

		3.1.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Eats a diverse variety of foods and understands that different types of food contribute to growth and health (e.g., jerky, watermelon, talks/signs/uses speech generating device about building strong bones).	K	PreK: 20 Healthy Behavior	PreK: PDH 3.3.3 Participate in care routines, PDH 3.3.1 Discuss healthy choices
		3.1.C	The child develops an understanding of healthy lifestyle choices.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Recognizes and responds to basic health routines (e.g., smiles or becomes alert when it's time to eat, helps to find their special comfort object when it is time to sleep).	K	IT: 3. Self-help	IT: PDH 3.3.3 Participate in care routines

		3.1.C		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Engages in healthy habits as part of daily routines or when prompted (e.g., gets excited to participate in morning movement activity).	K	IT: 3. Self-help	IT: PDH 3.3.3 Participate in care routines
		3.1.C		Deepening and Stretching (Preschool: 28-45 months)	Demonstrates knowledge of their need for healthy habits (e.g., finds a quiet spot when tired, uses noise canceling headphones in loud environments).	K	PreK: 20 Healthy Behavior	PreK: PDH 3.3.3 Participate in care routines, PDH 3.3.1 Discuss healthy choices
		3.1.C		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Demonstrates an understanding of healthy lifestyle choices (e.g., talks about vegetables being good for the body, communicates a need for rest).	K	PreK: 20 Healthy Behavior	PreK: PDH 3.3.3 Participate in care routines, PDH 3.3.1 Discuss healthy choices

		3.1.D	The child develops an understanding of safe behaviors.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Shows awareness of safety through basic reactions (e.g., stays close to caregivers in new environments).	K	IT: 3. Self-help	IT: PDH 3.3.2 Respond to safety practices
		3.1.D		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Identifies safe and unsafe situations with support (e.g., avoids touching hot food, follows adult guidance when crossing the street).	K	IT: 3. Self-help	IT: PDH 3.3.2 Respond to safety practices
		3.1.D		Deepening and Stretching (Preschool: 28-45 months)	Participates in safety routines and begins to explain why they are important (e.g., joins fire drills, says 'fire is dangerous,' maneuvers body intentionally on outdoor equipment).	K	PreK: 20 Healthy Behavior	PreK: PDH 3.3.3 Participate in care routines, PDH 3.3.1 Discuss healthy choices

		3.1.D		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Independently applies safety knowledge across settings (e.g., moves obstacles from walkways, reminds peers to walk indoors, uses scissors safely).	K	PreK: 20 Healthy Behavior	PreK: PDH 3.3.3 Participate in care routines, PDH 3.3.1 Discuss healthy choices
	3.2 Fine Motor	3.2.A	The child develops fine motor control and coordination.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Uses hands or feet (children with some physical disabilities may adapt and use their feet and toes for fine motor activities) to move objects or make contact with people.	J	IT: 12. Moving parts of the body	IT: PDH 3.2.1 Use small muscles
		3.2.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Uses hands to explore objects with a variety of actions (e.g., rolls a ball, opens and closes a latch on a toy, uses crayons).	J	IT: 12. Moving parts of the body	IT: PDH 3.2.1 Use small muscles

		3.2.A		Deepening and Stretching (Preschool: 28-45 months)	Uses hands and fingers in more complex and refined ways (e.g., zipping, draws with markers, uses paint brushes).	J	PreK: 17 Fine-Motor Skills	PreK: PDH 3.2.1 Fine motor
		3.2.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Uses tools that require eye hand coordination (e.g., uses writing tools in pincer grasp to draw, write and make letter-like shapes and/or letters, strings beads).	J	PreK: 17 Fine-Motor Skills	PreK: PDH 3.2.1 Fine motor
		3.2.B	The child develops fine motor skills for writing.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Reaches for and manipulates objects with eye-hand coordination.	J,R	IT: 12. Moving parts of the body	IT: PDH 3.2.1 Use small muscles

	3.2.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Makes marks with greater control by using a variety of writing tools using a full-fist grasp.	J,R	IT: 12. Moving parts of the body	IT: PDH 3.2.1 Use small muscles
	3.2.B		Deepening and Stretching (Preschool: 28-45 months)	Shows growing coordination when drawing or making marks by using thumb and fingers of one hand to hold writing tools.	J,R	PreK: 17 Fine-Motor Skills;29 Writing	PreK: PDH 3.2.1 Fine motor, LL 4.6.1 Use writing tools
	3.2.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Draws with a variety of mark making materials on surfaces.	J,R	PreK: 17 Fine-Motor Skills;29 Writing	3 Physical Development and Health

3.3 Large Motor	3.3.A	The child uses gross motor control independently, including balance, spatial awareness, and stability.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Gains control of head and trunk; stabilizes arms and legs to support sitting and early movement, such as pulling to stand or walking.	I	IT: 13. Moving the whole body, 14. Moving with objects	IT: PDH 3.1.1 Moving in locomotor and nonlocomotor ways
	3.3.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Coordinates arms and legs to move independently within the environment such as crawling and walking.	I	IT: 13. Moving the whole body, 14. Moving with objects	IT: PDH 3.1.1 Moving in locomotor and nonlocomotor ways

3.3.A		Deepening and Stretching (Preschool: 28-45 months)	Demonstrates strength and coordination in purposeful movement (e.g., climbs outdoor equipment, walks up and down stairs without support, uses wheelchair or walker to move from table to sink).	I	PreK: 16 Gross-Motor Skills	PreK: PDH 3.1.1 Moving in locomotor and nonlocomotor ways
3.3.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Uses large muscle coordination to engage in complex and varied motor tasks (e.g., balances on a beam, kicks a ball while running, hops on one foot, is able to steer wheelchair up and down the accessibility ramp).	I	PreK: 16 Gross-Motor Skills	PreK: PDH 3.1.1 Moving in locomotor and nonlocomotor ways

3.4 Sensory Integration	3.4.B	The child uses sensory information to guide movements and explore.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Uses sensory input to explore and understand objects and people in their surroundings, seeks or avoids certain textures, sounds, or movements based on sensory preferences (e.g., puts objects in mouth, a child with tactile sensitivity may pull hands away from finger paint, while another child may seek out soft textures by repeatedly touching a stuffed animal).	I	IT: 13. Moving the whole body, 14. Moving with objects	IT: PDH 3.1.2 Use senses and spatial awareness

		3.4.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Adapts movements and actions based on sensory and perceptual information and adapts movements based on individual sensory needs (e.g., navigates varying surfaces like cement to dirt, walks slowly on uneven surfaces, a child adverse to messy or sticky hands plays with slime through a plastic bag).	I	IT: 13. Moving the whole body, 14. Moving with objects	IT: PDH 3.1.2 Use senses and spatial awareness

		3.4.B		Deepening and Stretching (Preschool: 28-45 months)	Coordinates sensory information to adjust interactions with objects and materials, uses sensory strategies to successfully complete tasks (e.g., a child with auditory sensitivity wears headphones during music time but still participates by feeling drum vibrations, a child with proprioceptive needs pushes heavy blocks to help organize their body before sitting for circle time, puts lids on different size containers, notices a ball rolling under a table and crawls under to retrieve it).	I	PreK: 18 Body Awareness	PreK: PDH 3.1.2 Demonstrate body and spatial awareness

		3.4.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Integrates sensory information using perceptual cues about objects and body positioning to solve problems and perform increasingly complex activities, independently uses learned sensory strategies across different activities (e.g., a child who needs movement breaks takes walking breaks during tabletop activities, adjusts body position to fit through a tunnel).	I	PreK: 18 Body Awareness	PreK: PDH 3.1.2 Demonstrate body and spatial awareness
4. Relationships and Social Emotional Development	4.1 Emotional Self-Regulation	4.1.A	The child demonstrates self-awareness.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Shows beginning awareness of own body and their own abilities (e.g., stretches their arms and legs excitedly after rolling on their stomach).	FF	IT: 4. Distinguishing self and others	IT: SS 8.1.1 Identify similarities and differences

		4.1.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Shows awareness of self as an individual in relationship with those around them (e.g., points at themselves in the family photo and then points and says ‘my dama!’ (dad in Tiwa).	FF	IT: 4. Distinguishing self and others	IT: SS 8.1.1 Identify similarities and differences
		4.1.A		Deepening and Stretching (Preschool: 28-45 months)	Identifies physical sensations and emotions while developing a deeper understanding of their own emotional experiences (e.g., can identify what they are feeling in the moment by either pointing to a chart or naming the emotion).	FF, D	PreK: 7 Self-Identity, 9. Emotions	PreK: SS 8.1.1 Self and social systems, SE 2.1.1 Name emotions

		4.1.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Demonstrates confidence by making decisions, sharing preferences, and showing belief in their ability to complete tasks and embrace new challenges (e.g., excited to volunteer as lunch helper by helping to set the table).	FF	PreK: 7 Self-Identity	PreK: SS 8.1.1 Self and social systems
		4.1.B	The child demonstrates emotional development and expression.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Begins to communicate basic needs and foundational emotions to others (e.g., coos and brings hands to mouth when hungry or squeals happily when their adult blows bubbles).	D	IT: 8. Emotions	IT: SE 2.1.1 Name emotions, LL 4.1.3 Communicate basic needs

		4.1.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Displays an increasing variety of emotions and moods with more clear and direct expressions and begins to recognize those feelings in self and others (e.g., smiles when the adult says they are going for a walk and gets upset when they are not ready to come back inside).	D	IT: 8. Emotions, 9. Empathy	IT: SE 2.1.1 Name emotions,, SE 2.2.2 Show empathy
		4.1.B		Deepening and Stretching (Preschool: 28-45 months)	Becomes more skilled at expressing emotions through appropriate movements, behaviors, and words (e.g., claps and cheers when excited and says or signs ‘happy’ or folds arms and turns around when frustrated and says or signs ‘I’m mad’).	D	PreK: 9 Emotions	PreK: SE 2.1.1 Name emotions

		4.1.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Adjusts to different socially and culturally accepted situations and unfamiliar environments by responding with appropriate emotions and behaviors (e.g., uses an inside voice when visiting the museum on a field trip).	D	PreK: 9 Emotions	PreK: SE 2.1.1 Name emotions, SE 2.1.2 Regulate emotions
		4.1.C	The child develops emotional regulation.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Seeks out comfort and support from caregivers when upset, tired, hungry and when wanting to play (e.g., raises arms to be picked up and held).	D, E	IT: 8. Emotions, 6. Building relationships with adults	IT: SE 2.1.1 Name emotions, LL 4.1.3 Communicate basic needs, SE 2.2.1 Show interest in others

		4.1.C		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Uses simple strategies to manage emotions with adult support (e.g., signs or says 'help' when getting frustrated).	D	IT: 8. Emotions, 6. Building relationships with adults	IT: SE 2.1.1 Name emotions, LL 4.1.3 Communicate basic needs, SE 2.2.1 Show interest in others
		4.1.C		Deepening and Stretching (Preschool: 28-45 months)	Adjusts actions and becomes more flexible in managing daily routines, transitions, and different social or cultural expectations (e.g., waits for elders to finish speaking).	D	PreK: 9 Emotions	PreK: SE 2.1.2 Name, label, regulate emotions

		4.1.C		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Demonstrates the ability to regulate and express emotions appropriately across different settings, including coping with separations and transitions (e.g., can choose tools and strategies such as deep breathing, looking at family photos, or sensory input to help process their emotions and return to a regulated state).	D	PreK: 9 Emotions	PreK: SE 2.1.2 Name, label, regulate emotions
		4.1.D	The child demonstrates personal responsibility.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Recognizes and responds to the emotional cues of others (e.g., can mirror smiles, clapping, and even tears).	G	IT: 11. Group participation	IT: SS 8.1.1 Identify similarities and differences, SE 2.2.1 Show interest in others

4.1.D		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Responds with care and concern toward others (e.g., pats the back of a child who is crying, attempting to comfort them).	G	IT: 11. Group participation, 9. Empathy	IT: SS 8.1.1 Identify similarities and differences, SE 2.2.1 Show interest in others, SE 2.2.2 Show empathy
4.1.D		Deepening and Stretching (Preschool: 28-45 months)	Takes responsibility for personal belongings and shared materials (e.g., can help put away toys and materials when it's time to clean up).	G	PreK: 11. Community, 14 Moral Development	PreK: SS 8.2.1 Community membership
4.1.D		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Understands and accepts the results of their own behavior and actions (e.g., says or signs 'I'm sorry' and gives back a toy after taking it from another child).	G	PreK: 11. Community, 14 Moral Development	PreK: SS 8.2.1 Community membership

4.2 Identity, Belonging, and Community	4.2.A	The child develops an understanding of their identity and belonging in relation to their family, culture, and community.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Develops a sense of self in connection with others and their social environment (e.g., points to different family members when prompted).	FF	IT: 4. Distinguishing self and others	IT: SS 8.1.1 Identify similarities and differences, SE 2.2.1 Show interest in others
	4.2.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Acknowledges and accepts family and trusted people into their circle of relationships, while learning about different family roles and how families and people can be alike or different (e.g., signs and says 'hi Nana!' to their elderly neighbor who is hard of hearing when they visit on the porch).	FF	IT: 4. Distinguishing self and others	IT: SS 8.1.1 Identify similarities and differences, SE 2.2.1 Show interest in others, SS 8.5.1 Label roles

		4.2.A		Deepening and Stretching (Preschool: 28-45 months)	Builds a sense of self by recognizing their family and cultural background, expressing pride in their identity, and appreciating themselves as unique, capable, and socially connected individuals (e.g., is excited to eat culturally specific foods and recognizes the unique context the food is prepared in. The child says 'Grandma makes blue corn mush for me when I visit her').	FF	PreK: 53 Diversity, 7. Self-identity	PreK: SS 8.1.1 Recognize similarities and differences

		4.2.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Expresses cultural influences from home, neighborhood, and broader community (e.g., speaks proudly about attending their community's ceremony and the regalia that they wore).	FF	PreK: 53 Diversity, 7. Self-identity	PreK: SS 8.1.1 Recognize similarities and differences
		4.2.B	The child develops a sense of social awareness and inclusion of others in their learning community.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Shows growing responsiveness in social interactions by engaging differently with familiar and unfamiliar adults, and forming consistent, reciprocal interactions with caregivers (e.g., engages in back-and-forth 'conversations' with familiar adults, taking turns making sounds and waiting for responses).	FF	IT: 4. Distinguishing self and others, SE 2.2.1 Show interest in others, 6. Relationships with adults	IT: SE 2.2.1 Show interest in others, LL 4.1.5 Have turn-taking conversations

		4.2.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Develops awareness of similarities and differences among people while showing increasing sensitivity to peers' feelings (e.g., notices when a friend is sad and offers comfort).	FF	IT: 4. Distinguishing self and others, SE 2.2.1 Show interest in others, 9. Empathy	IT: SE 2.2.1 Show interest in others, SS 8.1.1 Identify similarities and differences, SE 2.2.2 Show empathy

		4.2.B		Deepening and Stretching (Preschool: 28-45 months)	Shows appreciation and ease with human diversity, uses inclusive language to describe differences, and builds meaningful, caring relationships with individuals across diverse backgrounds with different characteristics including gender, race, ethnicity, disability, culture, language, and family structures (e.g., a child says 'that's how he talks' when another child approaches to watch a peer use an assistive technology device, welcomes a new friend by learning how to say hello in their home language).	FF	PreK: 53 Diversity	PreK: SS 8.1.1 Recognize similarities and differences

		4.2.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Communicates personal needs and stands up for their and others' rights, shows confidence and ability to take action—independently or with others—against bias and discrimination (i.e., after reading the book 'We Are Water Protectors' by Carole Lindstrom, children want to make signs advocating for water rights or stands up for a peer who is being excluded from play).	FF	PreK: 53 Diversity	PreK: SS 8.1.1 Recognize similarities and differences

		4.2.C	The child demonstrates knowledge of their community.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Feels secure and comfortable in familiar routines and daily activities, while relying on the emotional support of a trusted adult as a foundation for exploring their surroundings (e.g., begins to crawl off the blanket onto the grass and looks back to the adult before reaching for the flowers and tall grass nearby).	G/GG	IT: 11. Group participation, 31. Seeing from different viewpoints, 6. Relationship with adults	IT: SE 2.2.1 Show interest in others, SS 8.3.1 Recognize familiar locations
		4.2.C		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Develops trusting relationships with familiar adults and begins to recognize routine sounds and sights in their environment (e.g., recognizes the sound of the jets flying out of the nearby military base, gets excited when hearing the familiar sound of trash trucks on collection day).	G/GG	IT: 11. Group participation, 31. Seeing from different viewpoints, 6. Relationship with adults	IT: SE 2.2.1 Show interest in others, SS 8.3.1 Recognize familiar locations

		4.2.C		Deepening and Stretching (Preschool: 28-45 months)	Identifies and describes the physical characteristics of familiar spaces such as the home, learning environment, and community (e.g., points out they cross the railroad tracks and pass the grain elevators to get to auntie's farm).	G/GG	PreK: 54 Community Roles;56 Geography	PreK: SS 8.3.1 Sense of place and environment, SS 8.5.1 Economic systems
		4.2.C		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Understands how their community functions, identifies different community roles, seeing themselves as active members (e.g., asks about the farrier and the veterinarian coming down to see the horses on the neighbor's ranch and wants to help feed the horses when the veterinarian visits).	G/GG	PreK: 54 Community Roles;56 Geography	PreK: SS 8.3.1 Sense of place and environment, SS 8.5.1 Economic systems

		4.2.D	The child develops a sense of rights and responsibilities within a democratic society (civics).	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Shows distress when experiencing unfair treatment and responds positively to fair treatment (e.g., cries when a toy is taken unexpectedly, calms when adults explain turn-taking).	G, H	IT: 11. Group participation, 6. Relationship with adults	IT: SS 8.2.1 Community membership, SE 2.1.2 Regulate emotions
		4.2.D		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Demonstrates an emerging understanding of fairness in daily interactions (e.g., may briefly wait when told 'wait, then your turn').	G, H	IT: 11. Group participation, 6. Relationship with adults	IT: SS 8.2.1 Community membership, SE 2.1.2 Regulate emotions
		4.2.D		Deepening and Stretching (Preschool: 28-45 months)	Begins to understand the reasons for rules in the home and learning environment (e.g., can describe classroom expectations like walking feet and gentle touch).	G	PreK: 55 Decision Making, 11. Community	PreK: SS 8.2.1 Community membership

		4.2.D		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Identifies and describes fairness and unfairness, helps make collaborative group choices, and can explain why the group choice is fair (e.g., 'everyone got to vote' on what book to read at closing circle).	G	PreK: 55 Decision Making	PreK: SS 8.2.1 Community membership
	4.3 Relationships with Adults	4.3.A	The child engages and interacts with adults	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Demonstrates strong attachment to primary caregivers while remaining cautious around unfamiliar adults.	E	IT: 5. Attachment, 6. Relationships with adults	IT:SE 2.2.1 Show interest in others, SS 8.1.1 Identify similarities and differences

		4.3.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Seeks security by initiating communication and engaging with familiar adults, while also accepting guidance and requesting support as needed (e.g., seeks comfort from familiar teachers when upset and shows excitement when favorite adults arrive, while remaining cautious with new visitors).	E	IT: 5. Attachment, 6. Relationships with adults	IT:SE 2.2.1 Show interest in others, SS 8.1.1 Identify similarities and differences, LL 4.1.3 Request help and communicate needs
		4.3.A		Deepening and Stretching (Preschool: 28-45 months)	Engages in interactions and communication with an increasing number of adults, both familiar and new (e.g., a child smiles when she hears the librarian speak Spanish and asks, '¿Hablas español?' or a child says 'it's braile' when they pick up a book from the library).	E	PreK: 12 Building Relationships	PreK: SE 2.2.1 Establish positive relationships

		4.3.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Seeks support from familiar and unfamiliar adults and responds positively to their guidance and direction (e.g., when visiting the local bakery with their family, the child can point out or verbalize to the baker what they would like and follows directions from community helpers like librarians or store clerks).	E	PreK: 12 Building Relationships	PreK: SE 2.2.1 Establish positive relationships
		4.3.B	The child develops relationships of mutual trust and respect with adults.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Forms strong bonds with familiar adults who offer consistent and responsive care (e.g., shows excitement when favorite caregiver enters the room, reaching toward them and smiling	E	IT: 5. Attachment, 6. Relationships with adults	IT:SE 2.2.1 Show interest in others

		4.3.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Displays trust and emotional closeness through comfortable and positive interactions with adults (e.g., shares toys or food with trusted adults and seeks them out for comfort when hurt or tired).	E	IT: 5. Attachment, 6. Relationships with adults	IT:SE 2.2.1 Show interest in others
		4.3.B		Deepening and Stretching (Preschool: 28-45 months)	Takes initiative and engages in more complex back-and-forth interactions with familiar adults (e.g., seeks help when stuck on a board game, then asks the adult to play with them and takes turns).	E	PreK: 12 Building Relationships	PreK: SE 2.2.1 Establish positive relationships

		4.3.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Demonstrates ability to engage in reciprocal interactions and builds meaningful connections with various adults, including family, extended family, and community members (e.g., engages in conversations with family friends during community events, sharing stories and asking questions).	E	PreK: 12 Building Relationships	PreK: SE 2.2.1 Establish positive relationships
	4.4 Relationships with Children	4.4.A	The child engages and interacts with other children.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Expresses concern and care toward others (e.g., shows care for other children by offering comfort when they see someone crying or bringing a toy to share).	F	IT: 9. Empathy, 7. Relationhsips with peers	IT: SE 2.2.2 Show empathy

		4.4.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Builds peer relationships over time through ongoing interactions and shows growing awareness and responsiveness to the emotions of others (e.g., makes space for other children to sit nearby, calling their friend by name and patting the open space next to them signaling them to sit).	F	IT: 9. Empathy, 7. Relationhsips with peers	IT: SE 2.2.2 Show empathy, SE 2.2.1 Show interest in others
		4.4.A		Deepening and Stretching (Preschool: 28-45 months)	Develops friendships by identifying others' emotions and becoming more aware of how their actions impact those around them (e.g., points to a picture of a happy face when asked how sharing a toy made a friend feel and adjusts their behavior based on friends' reactions).	F	PreK: 10 Empathy;12 Building Relationships	PreK: SE 2.2.2 Show empathy, SE 2.2.1 Establish positive relationships

		4.4.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Demonstrates growing respect by acknowledging others' feelings and responding with kindness and consideration (e.g., makes a card and asks a teacher to write, 'Happy Birthday!' for their friend or reports to an adult when a peer is in distress).	F	PreK: 10 Empathy;12 Building Relationships	PreK: SE 2.2.2 Show empathy, SE 2.2.1 Establish positive relationships
		4.4.B	The child develops relationships of mutual trust and respect with other children.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Expresses concern and care toward others (e.g., shows care for other children by offering comfort when they see someone crying or bringing a toy to share).	F	IT: 9. Empathy, 7. Relationhsips with peers	IT: SE 2.2.2 Show empathy, SE 2.2.1 Show interest in others

		4.4.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Builds peer relationships over time through ongoing interactions and shows growing awareness and responsiveness to the emotions of others (e.g., makes space for other children to sit nearby, calling their friend by name and patting the open space next to them signaling them to sit).	F	IT: 9. Empathy, 7. Relationhsips with peers	IT: SE 2.2.2 Show empathy, SE 2.2.1 Show interest in others
		4.4.B		Deepening and Stretching (Preschool: 28-45 months)	Develops friendships by identifying others' emotions and becoming more aware of how their actions impact those around them (e.g., points to a picture of a happy face when asked how sharing a toy made a friend feel and adjusts their behavior based on friends' reactions).	F	PreK: 12 Building Relationships, 10. Empathy	PreK: SE 2.2.2 Show empathy, SE 2.2.1 Establish positive relationships, SE 2.1.1 Name emotions

		4.4.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Demonstrates growing respect by acknowledging others' feelings and responding with kindness and consideration (e.g., makes a card and asks a teacher to write, 'Happy Birthday!' for their friend or reports to an adult when a peer is in distress).	F	PreK: 12 Building Relationships, 10. Empathy	PreK: SE 2.2.2 Show empathy, SE 2.2.1 Establish positive relationships, SE 2.1.1 Name emotions
		4.4.C	The child works cooperatively with other children.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Enjoys peers and develops interaction skills during play (e.g., hands blocks to another child or plays alongside others with similar toys).	F/H	IT: 7. Relationship with peers, 10. Playing with others, 9. Empathy	SE IT: 2.2.1 Show interest in others,CA 9.4.1 Create play scenarios

		4.4.C		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Socializes with peers and develops cooperative skills during play, routines, and group activities (e.g., signs or says 'my turn' when going down the slide on the playground 'you go after me').	F/H	IT: 7. Relationship with peers, 10. Playing with others, 9. Empathy	SE IT: 2.2.1 Show interest in others,CA 9.4.1 Create play scenarios, SE 2.2.3 Resolve social conflict
		4.4.C		Deepening and Stretching (Preschool: 28-45 months)	Develops the skills to work through minor conflicts with peers using discussion, compromise, and negotiation (e.g., during clean-up time, children negotiate who will put away which toys, with one saying 'I'll do blocks, you do dress-up clothes, okay?').	F/H	PreK: 13 Cooperative Play;15 Conflict Resolution	PreK: SE 2.2.3 Resolve social conflict, SE 2.2.1 Establish positive relationships

		4.4.C	The child works cooperatively with other children.	Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Demonstrates communication and problem-solving skills by expressing preferences, resolving conflicts constructively, and working cooperatively within a peer group (e.g., when building with magnetic tiles, two children both want to place the final piece and decide to each hold one end and place it together).	F/H	PreK: 13 Cooperative Play;15 Conflict Resolution	PreK: SE 2.2.3 Resolve social conflict, SE 2.2.1 Establish positive relationships
5. Thinking, Reasoning, and Knowledge	5.1 Mathematical Thinking	5.1.A	The child develops a sense of numbers and demonstrates early knowledge of counting.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Explores objects and attends to quantity (e.g., puts hands in a container of blocks and moves them around, gets excited when more toys are added to play area).	S	IT: 25. Exploring more, 27. Number	IT: M 5.1.1 Use math talk

		5.1.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Attends to changes in quantity and uses basic words to refer to amounts (e.g., points to a pile of crackers and says ‘more,’ holds up fingers when asked how old they are).	S	IT: 25. Exploring more, 27. Number	IT: M 5.1.1 Use math talk, M 5.1.3 Count objects
		5.1.A		Deepening and Stretching (Preschool: 28-45 months)	Uses number words and begins counting small sets of objects, though may skip numbers (e.g., counts toys ‘one, two, four, five’ while pointing to each one).	S	PreK: 31 Number Words and Symbols;32 Counting	PreK: M 5.1.1 Use math talk, M 5.1.2 Subitize 1-5

		5.1.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Create small sets using one-to-one correspondence and shows understanding that numbers represent 'how many' (cardinality) (e.g., counts and correctly states/signs 'I have three carrots' at snack time).	S	PreK: 31 Number Words and Symbols;32 Counting	PreK: M 5.1.1 Use math talk, M 5.1.3 Use one-to-one correspondence, M 5.1.4 Use cardinality
		5.1.B	The child recognizes and names basic shapes.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Explores size and shape (e.g., handles different shapes and turns them in their hands; observes shapes within environment).	T	IT: 22. Exploring objects, 28. Locating objects, 29. Filling and emptying	IT: M 5.4.1 Identify shapes

		5.1.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Explores how objects of different shapes fit together (e.g., tries to put different shaped blocks through holes in a shape sorter).	T	IT: 22. Exploring objects, 28. Locating objects, 30. Taking apart and putting together	IT: M 5.4.1 Identify shapes, M 5.4.2 Transform shapes
		5.1.B		Deepening and Stretching (Preschool: 28-45 months)	Recognizes and matches simple shapes like circles, squares, and triangles, especially when they are the same size (e.g., correctly places circle piece in circle-shaped puzzle slot).	T	PreK: 34 Shapes	PreK: M 5.4.1 Identify shapes

		5.1.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Recognizes, matches, and names/signs simple shapes varying in size (e.g., points to triangles in a picture book and says/signs 'triangle—big triangle and little triangle').	T	PreK: 34 Shapes	PreK: M 5.4.1 Identify shapes
		5.1.C	The child recognizes spatial concepts.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Explores how their body and objects move through space (e.g., crawls under a table to retrieve a toy, reaches over a barrier for an object)	T	IT: 22. Exploring objects, 28. Locating objects	IT: M 5.4.3 Explore space, location, direction

		5.1.C		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Accurately responds to spatial instructions (e.g., gets a book and sits by teacher when prompted ‘go get the book from under the pillow and come sit next to me’).	T	IT: 22. Exploring objects, 28. Locating objects	IT: M 5.4.3 Explore space, location, direction
		5.1.C		Deepening and Stretching (Preschool: 28-45 months)	Understands and uses simple spatial vocabulary to describe position (e.g., looks ‘under’ the table when told ‘the ball rolled under there’).	T	PreK: 35 Spatial Awareness	PreK: M 5.4.3 Explore space, location, direction
		5.1.C		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Uses spatial vocabulary to describe relative positions and follows spatial directions involving their body (e.g., ‘sit next to Sarah’ or ‘put the book on top of the shelf’).	T	PreK: 35 Spatial Awareness	PreK: M 5.4.3 Explore space, location, direction

		5.1.D	The child demonstrates an understanding of measurement.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Identifies objects as big or small (e.g., responds ‘big’ to a picture of an elephant).	U	IT: 33. Time intervals, 34. Speed	IT: M 5.5.1 Compare objects
		5.1.D		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Identifies objects that are similar in size or length (e.g., lines up toy cars by size or points to two blocks saying ‘same big’).	U	IT: 33. Time intervals, 34. Speed	IT: M 5.5.1 Compare objects, M 5.5.2 Use comparative language

		5.1.D		Deepening and Stretching (Preschool: 28-45 months)	Demonstrates knowledge of several measurement properties (e.g., helps measure ingredients for Pueblo Feast Day cooking and notices 'this bowl holds more than that one' and 'my bucket is bigger and heavier than yours').	U	PreK: 36 Measuring, 37. Unit	PreK M 5.5.1 Compare objects directly, M 5.5.2 Use comparative language
		5.1.D		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Demonstrates knowledge of measurement (e.g., uses different objects or parts of the body to 'measure' the length of an object 'this tower is as tall as my shoulder').	U	PreK: 36 Measuring, 37. Unit	PreK M 5.5.1 Compare objects directly, M 5.5.2 Use comparative language
		5.1.E	The child sorts, compares, and creates patterns with objects.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Explores objects and notices differences (e.g., holds and shakes a new rattle).	V/BB	IT: 22. Exploring objects, 24. Exploring same and different	IT: M 5.3.1 Notice patterns, M 5.6.1 Identify similarities and differences

5.1.E		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Matches objects that are the same and groups objects with similar characteristics (e.g., puts all the red blocks together, collects all the toy cars in one basket).	V/BB	IT: 22. Exploring objects, 24. Exploring same and different	IT: M 5.3.1 Notice patterns, M 5.6.1 Identify similarities and differences
5.1.E		Deepening and Stretching (Preschool: 28-45 months)	Sorts objects into groups based on one characteristic like color, shape, or size (e.g., sorts buttons into piles—'all the big ones here, little ones there').	V/BB	PreK: 38 Patterns;46 Classifying	PreK: M 5.3.1 Patterns and algebraic thinking, M 5.6.1 Sort objects into categories
5.1.E		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Recognizes and creates simple alternating patterns (e.g., 'I put two blue blocks, then three red blocks, then two blue blocks, and three red blocks—I am making a pattern!').	V/BB	PreK: 38 Patterns;46 Classifying	PreK: M 5.3.1 Patterns and algebraic thinking, M 5.6.1 Sort objects into categories

5.2 Science, Technology, and Engineering	5.2.A	The child investigates the physical and natural worlds.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Focuses attention on lights, sounds, or movement in their environment (e.g., studies a mobile above the changing table, enjoys sitting on the grass and feeling the texture).	DD	IT: 22. Exploring objects	IT: S 6.1.1 Engage in scientific inquiry
	5.2.A		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Observes living objects and identifies characteristics (e.g., movements, needs food and water to grow).	DD	IT: 22. Exploring objects	IT: S 6.1.1 Engage in scientific inquiry, S 6.2.1 Identify characteristics of living things

		5.2.A		Deepening and Stretching (Preschool: 28-45 months)	Explores and observes physical phenomena (e.g., watches water flow through acequias and connects it to recent rainfall, notices how clouds change shape and discusses where the water goes).	DD	PreK: 51 Natural and Physical World	PreK: S 6.2.2 Observe and describe natural phenomena
		5.2.A		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Explores, observes, and describes a variety of living things and how they change over time (e.g., investigates leaves as they decompose).	DD	PreK: 51 Natural and Physical World	PreK: S 6.2.1 Observe and describe living things
		5.2.B	The child recognizes their actions impact the environment.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Focuses on natural objects and uses senses to explore the environment (e.g., watches leaves blowing in the wind, splashes hands in water).	DD	IT: 22. Exploring objects	IT: S 6.1.1 Engage in scientific inquiry, S 6.2.2 Observe features of natural phenomena

5.2.B		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Recognizes objects that do not belong in the environment (e.g., notices litter while walking and communicates dirty).	DD	IT: 22. Exploring objects	IT: S 6.1.1 Engage in scientific inquiry, S 6.2.2 Observe features of natural phenomena, S 6.2.3 Care for environment
5.2.B		Deepening and Stretching (Preschool: 28-45 months)	Investigates natural phenomena and recognizes their actions could impact it (e.g., sees a spider on its web and repeats, 'careful we do not want to hurt the spider's web').	DD	PreK: 58 Ecology	PreK: S 6.2.3 Care for the environment
5.2.B		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Recognizes the importance of conserving resources like water (e.g., does not leave water running).	DD	PreK: 58 Ecology	PreK: S 6.2.3 Care for the environment

		5.2.C	The child uses senses and tools to investigate objects and identify solutions.	Beginning Awarenes s and Connectio ns (Infancy-Young Toddler: 0-18 months)	Observes to learn about the environment (e.g., watches bubbles pop).	CC/EE	IT: 22. Exploring objects, 23. Object permanence	IT: S 6.1.1 Engage in scientific inquiry, S 6.3.1 Observe properties of objects
		5.2.C		Building Competen ce with People and Environm ent (Older Toddlers-2-Year-Olds: 16-30 months)	Explores how objects work (e.g., floats materials at the water table and differentiates them from those that sink).	CC/EE	IT: 22. Exploring objects, 23. Object permanence	IT: S 6.1.1 Engage in scientific inquiry, S 6.3.1 Observe properties of objects, S 6.3.2 Notice how objects move and change

		5.2.C		Deepening and Stretching (Preschool: 28-45 months)	Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to make predictions and form explanations of observations and explorations (e.g., communicates about ice block melting while spraying it with water in the sensory table).	CC/EE	PreK: 47 Experimenting;52 Tools and Technology	PreK: S 6.1.1 Scientific inquiry, S 6.3.1 Observe properties of objects, TE 7.1.1 Use analog tools
		5.2.C		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Uses various tools to gather information (e.g., uses a magnifying glass to view lines in a rock).	CC/EE	PreK: 47 Experimenting;52 Tools and Technology	6PreK: S 6.1.1 Scientific inquiry, S 6.3.1 Observe properties of objects, TE 7.1.1 Use analog tools

		5.2.D	The child develops an understanding of cause and effect.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Uses simple actions to make things happen (e.g., shakes a rattle to hear the sound).	CC	IT: 35. Cause and effect	IT: S 6.1.1 Engage in scientific inquiry, S 6.3.2 Notice how objects move and change, TE 7.1.1.Explore tools
		5.2.D		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Repeats actions and begins to anticipate outcomes based on experience (e.g., uses a button switch to make a toy turn on and switches it to make it light up again).	CC	IT: 35. Cause and effect	IT: S 6.1.1 Engage in scientific inquiry, S 6.3.2 Notice how objects move and change, TE 7.1.1.Explore tools
		5.2.D		Deepening and Stretching (Preschool: 28-45 months)	Expresses understanding of cause and effect (e.g., when I pour water on the dirt it gets wet).	CC	PreK: 49 Drawing Conclusions, 48. Predicting, 47. Experimenting	PreK: S 6.1.1 Scientific inquiry, S 6.3.1 Observe properties of objects

		5.2.D		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Predicts actions based on cause and effect, engaging in the scientific method (e.g., when I put the ball on a ramp it rolls).	CC	PreK: 49 Drawing Conclusions, 48. Predicting, 47. Experimenting	PreK: S 6.1.1 Scientific inquiry, S 6.3.1 Observe properties of objects,S 6.3.2 Notice how objects move and change
		5.2.E	The child designs builds, and tests solutions to solve problems.	Beginning Awareness and Connections (Infancy-Young Toddler: 0-18 months)	Uses simple actions and objects as tools to accomplish immediate goals (e.g., uses a container to carry multiple toys at once instead of making several trips).	EE	IT: 22. Exploring objects	IT: S 6.1.1 Engage in scientific inquiry, TE 7.1.1 Use analog tools, TE 7.2.1 Explore how things work

		5.2.E		Building Competence with People and Environment (Older Toddlers-2-Year-Olds: 16-30 months)	Explores how objects can be combined or used as tools to solve simple problems (e.g., uses a wooden spoon to retrieve a toy from behind the bookshelf, uses a container as a scoop to gather sand).	EE	IT: 22. Exploring objects	IT: S 6.1.1 Engage in scientific inquiry, TE 7.1.1 Use analog tools, TE 7.2.1 Explore how things work
		5.2.E		Deepening and Stretching (Preschool: 28-45 months)	Plans and builds simple solutions to problems using available materials (e.g., builds a ramp with blocks to roll cars down, creates a bridge with planks to help toy animals cross a pretend river).	EE	PreK: 52 Tools and Technology	PreK: TE 7.1.1 Use analog tools, TE 7.2.1 Engineering

		5.2.E		Applying and Extending (PreK turning 4 to age 5: 42-60 months)	Designs, tests, and modifies solutions through multiple attempts and collaboration with peers (e.g., works with friends to build a fort using blankets and chairs, tries different configurations when the first design doesn't work).	EE	PreK: 52 Tools and Technology	PreK: TE 7.1.1 Use analog tools, TE 7.2.1 Engineering