



THE HIGHSCOPE
curriculum

AND

COR *Advantage*®

Idaho Early Learning Guidelines
2025

ALIGN
MENT



ID 25, HS 26								
Domain	Sub-Domain	Goal #	Goal	Age Band	Indicator	COR Advantage Item	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
Domain 1: Approaches to Learning and Cognitive Development	Learning Approaches	Goal 1	Children show curiosity and interest in learning and experimenting.	Birth to 8 months	Shows interest in people by kicking legs, smiling, reaching, and looking at the person.	A. Initiative and planning E. Building relationships with adults	1. Initiative: Children express initiative. 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 – 2.2.1 Children show interest in and interact with children and adults.
					Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.

6 to 18 months	Shows interest, explores, manipulates, or stares at objects in the environment.	A. Initiative and planning BB. Observing and classifying	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	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.
	Shows interest by pointing, gesturing, or verbalizing.	E. Building relationships with adults L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 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.
	Explores objects through mouthing, banging, dumping, moving, and throwing.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
	Uses senses to explore the environment (tasting, touching, hearing, smelling, looking).	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.

	Experiments with objects and actions.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
16 to 38 months	Explores immediate environment (asks about a new object, actively searches through a collection of toys).	A. Initiative and planning BB. Observing and classifying	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	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.
	Shows interest in new activities and others' activities.	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children	1. Initiative: Children express initiative. 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.

Asks simple “wh” questions (why, who, what, where, and when).	M. Listening and comprehension L. Speaking	18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak.	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.
Asks about people in their own environment.	M. Listening and comprehension L. Speaking	18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak.	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.

				Turns objects around, upside down, and inside out to examine the characteristics of the object.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 31. Seeing from different viewpoints: Children observe people and things from various perspectives.	Science – 6.3.1 Children observe properties of materials and objects.
				Opens, closes, fills, empties, and builds up and knocks down objects and containers.	CC. Experimenting, predicting, and drawing conclusions	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. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change. Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.

36 to 60 months	Asks others for information (e.g., “What is that?” “Why is the moon round?”).	D. Use of resources; L. Speaking	5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
	Investigates and experiments with materials; matching, sorting, and grouping.	CC. Experimenting, predicting, and drawing conclusions; BB. Observing and classifying	47. Experimenting: Children experiment to test their ideas.; 46. Classifying: Children classify materials, actions, people, and events.; 45. Observing: Children observe the materials and processes in their environment.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to one or more attributes.

Shows interest in how and why others do things.	A. Initiative and planning; D. Use of resources; E. Building relationships with adults; F. Building relationships with other children	1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.; 12. Building relationships: Children build relationships with other children and adults.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics 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.
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Uses “wh” questions to get additional information about how their world works (why, who, what, where and when).	D. Use of resources; L. Speaking; M. Listening and comprehension	5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
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Develops personal interests (trains, animals, dinosaurs).	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 initiative and curiosity as they explore and learn.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.
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					Develops sense of competence by actively engaging in play and putting materials together in new ways to test end results.	C. Engagement; B. Problem solving with materials; CC. Experimenting, predicting, and drawing conclusions; FF. Knowledge of self and others	3. Engagement: Children focus on activities that interest them.; 4. Problem solving: Children solve problems encountered in play.; 47. Experimenting: Children experiment to test their ideas.; 7. Self-identity: Children have a positive self-identity.	Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions.; Science — S 6.1.1 Scientific Inquiry: Children investigate and experiment with materials and describe results.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, their
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Builds a vocabulary of adjectives and adverbs to describe and categorize words and actions.	L. Speaking; BB. Observing and classifying	23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.; 46. Classifying: Children classify materials, actions, people, and events.	Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Mathematics — M 5.6.1 Data: Children sort and classify objects according to attributes.
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				Uses fantasy and reality to explain phenomenon.	AA. Pretend play; C. Reflection; L. Speaking	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent imagined ideas and experiences.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas and explanations.
Goal 2	Children are able to generate new ideas, approaches, and activities in daily routines.	Birth to 8 months	Inspects own hands and feet, by mouthing.	FF. Knowledge of self and others BB. Observing and classifying	5. Sense of self: Children express a sense of self. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Science – 6.3.1 Children observe properties of materials and objects.	

Mouths, shakes, bangs, drops, or throws objects.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.1 Children observe properties of materials and objects. Science – 6.3.2 Children notice how objects move and change.
Responds to smells (especially mother's smell).	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
Turns and responds to familiar voices and/or new sounds.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Cries, coos, and makes single syllable sounds around certain activities.	L. Speaking	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.

				Startles easily around new sounds, smells, textures.	BB. Observing and classifying M. Listening and comprehension	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 16. Listening and responding: Children listen and respond.	Science – 6.3.1 Children observe properties of materials and objects. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
	6 to 18 months	Imitates actions observed in another situation (tries to stack blocks after watching other children, bangs on a surface after watching drumming at a cultural event).	AA. Pretend play F. Building relationships with other children		36. Imitating and pretending: Children imitate and pretend. 7. Relationships with peers: Children build relationships with peers.		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.
		Uses objects differently and creatively (a bucket is turned upside down to build a tower or be a pedestal).	AA. Pretend play B. Problem solving with materials		36. Imitating and pretending: Children imitate and pretend. 2. Problem solving: Children solve problems encountered in exploration and play.		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).

Looks to caregiver for assurance when trying something new or risky.	E. Building relationships with adults A. Initiative and planning	6. Relationships with adults: Children build relationships with other adults. 1. Initiative: Children express initiative.	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.
Plays with sounds by babbling, cooing, or clicking their tongue.	L. Speaking N. Phonological awareness	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.

16 to 38 months	Invents new uses for everyday materials (bangs on pots and pans).	AA. Pretend play B. Problem solving with materials	36. Imitating and pretending: Children imitate and pretend. 2. Problem solving: Children solve problems encountered in exploration and play.	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).
	Approaches tasks experimentally; adapting the use of objects as the play evolves.	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. 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).

Displays understanding of how objects work together (gets the dustpan when an adult is sweeping the floor).	B. Problem solving with materials AA. Pretend play	30. Taking apart and putting together: Children take things apart and fit them together. 36. Imitating and pretending: Children imitate and pretend.	Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution. Creative Arts – 9.4.1 Children participate in play scenarios.
Enjoys opportunities for pretend play and creating things.	AA. Pretend play X. Art	36. Imitating and pretending: Children imitate and pretend. 37. Exploring art materials: Children explore building and art materials.	Creative Arts – 9.4.1 Children participate in play scenarios. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
Uses creative language to describe events, sometimes with made-up sounds.	L. Speaking N. Phonological awareness	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.

				Builds with blocks and other manipulatives.	B. Problem solving with materials X. Art	30. Taking apart and putting together: Children take things apart and fit them together. 37. Exploring art materials: Children explore building and art materials.	Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
				Plays with dolls, costumes, and acts out roles.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			36 to 60 months	Uses dramatic play to take on roles.	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.

Invents new activities or games.	A. Initiative and planning; B. Problem solving with materials	1. Initiative: Children demonstrate initiative as they explore their world.; 2. Planning: Children make plans and follow through on their intentions.; 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; 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.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems and adapt strategies to develop solutions.
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Uses imagination to create a variety of ideas.	AA. Pretend play; X. Art; 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.; 1. Initiative: Children demonstrate initiative as they explore their world.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent imagined ideas and experiences.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.
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Creates and negotiates acceptable rules for group activities.	G. Community; H. Conflict resolution; F. Building relationships with other children; L. Speaking	11. Community: Children participate in the community of the classroom.; 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 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 independently and/or engage in HighScope's six steps to conflict resolution.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas and participate in learning.
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					Makes up words, songs, or stories.	L. Speaking; Y. Music; N. Phonological awareness	22. Speaking: Children express themselves using language.; 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.	Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas.; 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 sound patterns in spoken language.
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					Expresses ideas through art, construction, movement, or music.	X. Art; Z. Movement; Y. Music; AA. 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.; 41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Creative Arts — CA 9.3.1 Expressive Movement: Children create and use movement to express ideas and feelings.; Creative Arts — CA 9.2.1 Music: Children create and respond to music through singing and other musical experiences.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.
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Engages in extensive pretend play that includes role play (play house or explorers).	AA. Pretend play; C. Engagement; F. Building relationships with other children	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 3. Engagement: Children focus on activities that interest them.; 12. Building relationships: Children build relationships with other children and adults.	Creative Arts — CA 9.4.1 Dramatic Play: Children create increasingly complex play scenarios with roles and themes.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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					Engages in open-ended exploration of raw materials (messy play).	A. Initiative and planning; C. Engagement; CC. Experimenting, predicting, and drawing conclusions	1. Initiative: Children demonstrate initiative as they explore their world.; 3. Engagement: Children focus on activities that interest them.; 47. Experimenting: Children experiment to test their ideas.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.; Science — S 6.1.1 Scientific Inquiry: Children investigate materials, make observations, experiment, and describe what they notice.
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				Uses materials in a new or novel way.	A. Initiative and planning; B. Problem solving with materials; D. Use of resources	1. Initiative: Children demonstrate initiative as they explore their world.; 4. Problem solving: Children solve problems encountered in play.; 5. Use of resources: Children gather information and formulate ideas about their world.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems and adapt strategies to develop solutions.
				Chooses new and different materials to represent thoughts.	A. Initiative and planning; X. Art; D. Use of resources	1. Initiative: Children demonstrate initiative as they explore their world.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 5. Use of resources: Children gather information and formulate ideas about their world.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Creative Arts — CA 9.1.1 Visual Arts: Children select and use a variety of materials to create 2-D and 3-D representations.

Goal 3	Children are confident to initiate and complete activities using a variety of approaches.	Birth to 8 months	Holds the attention of caregivers (smiles, babbles, sustains eye-contact).	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 18. Two-way communication: Children participate in two-way communication.	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.
			Directs attention towards objects by reaching, grasping, or staring at them.	A. Initiative and planning BB. Observing and classifying	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	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.

				Examines a face, toy, or rattle for a brief period of time.	BB. Observing and classifying E. Building relationships with adults	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 6. Relationships with adults: Children build relationships with other adults.	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.
				Repeats simple motions or activities (swats at a mobile, consistently reaches for objects).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
				Engages familiar adults and children in interactions.	E. Building relationships with adults F. Building relationships with other children	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.
	6 to 18 months	Remembers where favorite items are stored.			C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.

Focuses on the reader or storyteller for brief periods of time.	Q. Book enjoyment and knowledge M. Listening and comprehension	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.5.2 Children engage with books read by adults.
Tries different ways of doing things.	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	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).
Shows willingness to try a new activity or a familiar activity in a new setting.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

Expresses a desire to feed themselves in the culturally- defined manner.	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 – 3.4.1 Children participate in personal care routines with increasing independence. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
Engages in and actively explores new surroundings.	A. Initiative and planning BB. Observing and classifying	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	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.

Selects a book, toy, or item from several options.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
Looks to their caregiver/parent for reassurance and moves away to try a new activity.	E. Building relationships with adults A. Initiative and planning	6. Relationships with adults: Children build relationships with other adults. 1. Initiative: Children express initiative.	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.
Shows preferences and dislikes for activities, experiences, and interactions.	FF. Knowledge of self and others A. Initiative and planning	5. Sense of self: Children express a sense of self. 1. Initiative: Children express initiative.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

16 to 38 months	Initiates play with others.	F. Building relationships with other children A. Initiative and planning	7. Relationships with peers: Children build relationships with peers. 1. Initiative: Children express initiative.	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.
	Responds with “no!” or “mine!” when someone takes a toy.	D. Emotions FF. Knowledge of self and others L. Speaking	8. Emotions: Children express emotions. 5. Sense of self: Children express a sense of self. 19. Speaking: Children speak.	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.
	Chooses one activity over another and pursues it for a brief period of time.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

Proposes an idea for how to spend time.	A. Initiative and planning L. Speaking	1. Initiative: Children express initiative. 19. Speaking: Children speak.	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.
Shows interest in wanting to take care of themselves (dressing).	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 – 3.4.1 Children participate in personal care routines with increasing independence. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

Initiates activities at their caregivers' suggestions.	A. Initiative and planning E. Building relationships with adults	1. Initiative: Children express initiative. 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 – 2.2.1 Children show interest in and interact with children and adults.
Seeks and takes pleasure in both new and familiar skills and experiences.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
Pretends to be in new and familiar places with new and familiar roles.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.

				Shows willingness to try less familiar environments and situations; depending on temperament.	A. Initiative and planning E. Building relationships with adults	1. Initiative: Children express initiative. 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 – 2.2.1 Children show interest in and interact with children and adults.
				Plays beside others, using similar materials, though not necessarily sharing the same toy.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

36 to 60 months	Asks a peer to join in play.	F. Building relationships with other children; L. Speaking; A. Initiative and planning	12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.; 1. Initiative: Children demonstrate initiative as they explore their world.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.
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Joins a play activity already in progress, with assistance.	F. Building relationships with other children; G. Community	12. Building relationships: Children build relationships with other children and adults.; 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 both children and adults.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
Selects new activities during play time (selects characters for dress up, tries a new scooter).	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 initiative and curiosity as they explore and learn.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.

				Offers to help with chores (sweeping sand from the floor, helping to clean up juice spills).	G. Community; F. Building relationships with other children; E. Building relationships with adults	11. Community: Children participate in the community of the classroom.; 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.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Finds and uses materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).	D. Use of resources; A. Initiative and planning; B. Problem solving with materials	5. Use of resources: Children gather information and formulate ideas about their world.; 2. Planning: Children make plans and follow through on their intentions.; 4. Problem solving: Children solve problems encountered in play.	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.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions.
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Makes decisions about activities and materials to work with from the selection offered.	A. Initiative and planning	1. Initiative: Children demonstrate initiative as they explore their world.; 2. Planning: Children make plans and follow through on their intentions.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; 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.
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Plans time for completing activities.	A. Initiative and planning; C. Engagement	2. Planning: Children make plans and follow through on their intentions.; 3. Engagement: Children focus on activities that interest them.	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.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.
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				Shows completed projects to others, and explains what they did.	C. Reflection; L. Speaking; FF. Knowledge of self and others	6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.; 7. Self-identity: Children have a positive self-identity.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children reflect on and communicate about their experiences and learning.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas and experiences.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, their abilities, and their accomplishments.
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Goal 4	Children sustain attention to tasks even when faced with challenges and frustration.	Birth to 8 months	Attends to and holds the attention of caregivers (smiles, babbles, sustains eye-contact).	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 18. Two-way communication: Children participate in two-way communication.	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.
			Focuses on a face or object from a wide variety of stimuli (watches their own face in a mirror, stares at a rattle).	FF. Knowledge of self and others BB. Observing and classifying	5. Sense of self: Children express a sense of self. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

Directs attention towards objects or people by reaching for, grasping, or staring at them.	A. Initiative and planning E. Building relationships with adults BB. Observing and classifying	1. Initiative: Children express initiative. 6. Relationships with adults: Children build relationships with other adults. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	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.
Examines a face, toy, or rattle for a brief period of time.	BB. Observing and classifying E. Building relationships with adults	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 6. Relationships with adults: Children build relationships with other adults.	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.
Repeats simple motions or activities (swat at a mobile, consistently reaches for objects).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.

					Reaches for or moves body to resolve a frustration or challenge.	B. Problem solving with materials I. Gross-motor skills	2. Problem solving: Children solve problems encountered in exploration and play. 13. Moving the whole body: Children move the whole body.	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.
			6 to 18 months	Persists with a task or challenge (pulling up to a low table).	B. Problem solving with materials I. Gross-motor skills	2. Problem solving: Children solve problems encountered in exploration and play. 13. Moving the whole body: Children move the whole body.	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).	

Returns to a desired task even when distracted, (banging a toy, dumping a container, pulling up, or trying to walk).	A. Initiative and planning B. Problem solving with materials	1. Initiative: Children express initiative. 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. 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).
Remembers where favorite toys are stored.	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Focuses on the reader or storyteller for brief periods of time.	Q. Book enjoyment and knowledge M. Listening and comprehension	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.5.2 Children engage with books read by adults.

16 to 38 months	Shows interest in favorite activities over and over again.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
	Persists in the face of difficulty and seeks assistance to complete difficult tasks.	B. Problem solving with materials E. Building relationships with adults	2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationships with adults: Children build relationships with other 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). Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Completes simple projects (three- to-five piece puzzles, can stack blocks on top of one another).	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play. 30. Taking apart and putting together: Children take things apart and fit them 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).
Continues to try a difficult task for a brief period of time (can build a block structure for 3 to 5 minutes).	B. Problem solving with materials A. Initiative and planning	2. Problem solving: Children solve problems encountered in exploration and play. 1. Initiative: Children express initiative.	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).

Insists on some choices (what to wear, completing a project).	A. Initiative and planning FF. Knowledge of self and others	1. Initiative: Children express initiative. 5. Sense of self: Children express a sense of self.	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.
Seeks and accepts assistance when encountering a problem.	B. Problem solving with materials E. Building relationships with adults	2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationships with adults: Children build relationships with other 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). Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

				Listens and participates in story time (turning pages of book or using hand motions, such as claps).	Q. Book enjoyment and knowledge M. Listening and comprehension G. Community	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond. 11. Group participation: Children participate in group routines.	Language and Literacy – 4.5.2 Children engage with books read by adults. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			36 to 60 months	Sustains focus on tasks of interest to them, when few distractions exist.	C. Engagement	3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.
				Remains engaged in an activity for at least 5 to 10 minutes, much of the time.	C. Engagement	3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.

				Completes favorite tasks repeatedly.	C. Engagement; C. Reflection	3. Engagement: Children focus on activities that interest them.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort through new or difficult tasks by repeating an action, seeking support, and/or adjusting strategies.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
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					Manages tasks with sequences of three to four steps.	A. Initiative and planning; M. Listening and comprehension	2. Planning: Children make plans and follow through on their intentions.; 21. Comprehension: Children understand language.	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 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
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Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a tower).	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 through new or difficult tasks by repeating an action, seeking support, and/or adjusting strategies.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions.
Uses at least two different strategies to solve a problem.	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.

Uses self talk to guide action when solving a problem.	B. Problem solving with materials; L. Speaking; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems and use or adapt strategies to develop solutions.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express and organize ideas.
Participates in basic routines of daily living (meal time, circle time, or nap routines).	G. Community; K. Personal care and healthy behavior	11. Community: Children participate in the community of the classroom.; 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.; Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines.

				Finds hidden object by searching in more than one place.	B. Problem solving with materials; D. Use of resources; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 5. Use of resources: Children gather information and formulate ideas about their world.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems, try multiple strategies, and adapt their approaches to develop solutions.
Goal 5	Children demonstrate an expanding ability to develop and carry out plans.	Birth to 8 months	Seeks out and acquires desirable objects within reach.		B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	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).

Wiggles, rolls, or crawls to get to a desired visible object.	B. Problem solving with materials I. Gross-motor skills	2. Problem solving: Children solve problems encountered in exploration and play. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	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.
Shows interest in objects presented to them by kicking, swatting, reaching, cooing, or increased breathing.	A. Initiative and planning BB. Observing and classifying	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	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.

	Shows interest in facial expressions and people (laughing, talking, crying).	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.
6 to 18 months	Uses two to three steps to solve a problem.	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	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).
	Uses several trial and error attempts to solve a problem.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving: Children solve problems encountered in exploration and play. 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). Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.

				Starts to use objects to solve problems.	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	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 to 38 months	Uses many trial and error attempts at problem solving.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving: Children solve problems encountered in exploration and play. 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). Science – 6.1.2 Children engage in simple investigations by trying actions and observing results.

Starts to transfer problem-solving strategies across situations.	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	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).
Seeks adult's help in getting an object or solving a problem.	B. Problem solving with materials E. Building relationships with adults	2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationships with adults: Children build relationships with other 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). Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

				Sees the world primarily from their own perspective.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others. 31. Seeing from different viewpoints: Children observe people and things from various perspectives.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
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36 to 60 months	Waits briefly for desired object or turn, and knows they will have a turn.	D. Emotions; F. Building relationships with other children; G. Community	9. Emotions: Children recognize, label, and regulate their feelings.; 12. Building relationships: Children build relationships with other children and adults.; 11. Community: Children participate in the community of the classroom.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; 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.
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				Develops analogical thinking; schemas for what has worked and what to try.	C. Reflection; B. Problem solving with materials	6. Reflection: Children reflect on their experiences.; 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply prior knowledge and experiences to new situations, recognize problems, and adapt strategies to develop solutions.
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				Increases intentional, goal directed activities.	A. Initiative and planning; C. Engagement	1. Initiative: Children demonstrate initiative as they explore their world.; 2. Planning: Children make plans and follow through on their intentions.; 3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; 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.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.
Goal 6	Children show ability to change or adapt thought processes, applying previously	Birth to 8 months	Repeats simple motions or activities (mouths objects, bangs things).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.	

learned concepts and skills to new situations.

Notices objects and people in their environment.	BB. Observing and classifying E. Building relationships with adults	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 6. Relationships with adults: Children build relationships with other adults.	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.
Tracks people and objects by moving head.	BB. Observing and classifying	28. Locating objects: Children explore and notice the location of objects.	Mathematics – Children explore position and spatial relationships.
Looks where interesting object was seen or heard, after it disappears.	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Notices objects and people who move out of sight and return.	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Behaves in a consistent way to elicit desired response (kicks a mobile).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.

	Picks out nuances of visual and vocal cues. Turns head or makes noise when baby sees bottle or breast.	M. Listening and comprehension C. Reflection	16. Listening and responding: Children listen and respond. 31. Memory: Children remember people and objects.	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.
6 to 18 months	Throws, empties, dumps, gestures.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	29. Filling and emptying: Children fill and empty, put in and take out. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
	Recognizes similarities and differences.	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children notice similarities and differences and sort or match objects.
	Adjusts play that varies slightly (“Peek-a-Boo” with a variety of objects).	C. Reflection AA. Pretend play	31. Memory: Children remember people and objects. 36. Imitating and pretending: Children imitate and pretend.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Creative Arts – 9.4.1 Children participate in play scenarios.

Seeks person or object which moves out of sight.	C. Reflection B. Problem solving with materials	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play.	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).
Experiments to see if similar objects will cause a similar response (shakes stuffed animal in the same way as a rattle to hear noise).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
Displays recognition and excitement about a toy or game from a previous day.	C. Reflection D. Emotions	31. Memory: Children remember people and objects. 8. Emotions: Children express emotions.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.

	Applies knowledge to new situations (bangs on a bucket as if it were a drum).	C. Reflection AA. Pretend play	31. Memory: Children remember people and objects. 36. Imitating and pretending: Children imitate and pretend.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Creative Arts – 9.4.1 Children participate in play scenarios.
	Shows preference for specific objects.	A. Initiative and planning FF. Knowledge of self and others	1. Initiative: Children express initiative. 5. Sense of self: Children express a sense of self.	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.
16 to 38 months	Enjoys repetition, stories, scripts, rhymes, and songs.	Q. Book enjoyment and knowledge N. Phonological awareness	21. Enjoying language: Children enjoy stories, rhymes, and songs.	Language and Literacy – 4.5.2 Children engage with books read by adults.

Is egocentric and has favorite objects that are hard to share.	FF. Knowledge of self and others F. Building relationships with other children	5. Sense of self: Children express a sense of self. 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.
Substitutes similar objects (stacks boxes like blocks).	AA. Pretend play B. Problem solving with materials	36. Imitating and pretending: Children imitate and pretend. 2. Problem solving: Children solve problems encountered in exploration and play.	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).
Realizes certain behaviors can precede events (If mom puts the pot on the stove, she is fixing something to eat, or if she puts her coat on she is leaving.).	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.

Alters behavior based on a past event and builds on it (this didn't work; I'll try this instead).	B. Problem solving with materials C. Reflection	2. Problem solving: Children solve problems encountered in exploration and play. 31. Memory: Children remember people and objects.	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 – 1.2.2 Children remember and use information in new situations.
Relates an experience today to one that happened in the past (don't go near the fence where the big dog lives).	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.

				36 to 60 months Plays beside others and uses common materials.	F. Building relationships with other children; G. Community	12. Building relationships: Children build relationships with other children and adults.; 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 both children and adults.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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Begins to plan play themes corporately with others.	A. Initiative and planning; F. Building relationships with other children; AA. Pretend play	2. Planning: Children make plans and follow through on their intentions.; 12. Building relationships: Children build relationships with other children and adults.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	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.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.
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Plays with shared meaning and evolving scripts.	AA. Pretend play; F. Building relationships with other children; L. Speaking	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	Creative Arts — CA 9.4.1 Dramatic Play: Children create increasingly complex play scenarios with roles and themes.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas and participate in learning.
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					Shows interest by asking about new things and people around them.	A. Initiative and planning; D. Use of resources; L. Speaking	1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas and participate in learning.
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Seeks out and engages in new experiences and with toys that are unfamiliar.	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 initiative and curiosity as they explore and learn.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.
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				Tells others about events that happened in the past.	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.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas and experiences.
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					Represents things in the environment with available materials; moving from simple to complex representations.	X. Art; AA. Pretend play; A. Initiative and planning	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 2. Planning: Children make plans and follow through on their intentions.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans and follow through.
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				Thinks out loud and talks themselves through a situation.	L. Speaking; B. Problem solving with materials; C. Reflection	22. Speaking: Children express themselves using language.; 4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.1 Language & Communication: Children use language to express and organize ideas.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems and use or adapt strategies to develop solutions.
				Works out problems mentally, or remembers past experience as well as using trial and error.	B. Problem solving with materials; C. Reflection; CC. Experimenting, predicting, and drawing conclusions	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 47. Experimenting: Children experiment to test their ideas.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply prior knowledge and experiences, test strategies, and adapt approaches to solve new problems.; Science — S 6.1.1 Scientific Inquiry: Children investigate, experiment, observe results, and use evidence to revise ideas.

Goal 7	Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.	Birth to 8 months	Seeks responses from others.	E. Building relationships with adults F. Building relationships with other children	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.
			Depending on temperament; has more regulated sleeping, feeding, and waking cycles?	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in health and personal care routines with adult support.
			Seeks and displays comfort with family members.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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.
			Expresses temperamental indicators of regularity, intensity, persistence, sensitivity, adaptability, activity level, approaches to newness, mood, and distractibility.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

	Begins to develop coping skills to help self regulate.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
6 to 18 months	Responds to modeling (can copy hand-clapping).	AA. Pretend play E. Building relationships with adults	36. Imitating and pretending: Children imitate and pretend. 6. Relationships with adults: Children build relationships with other adults.	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.
	Demonstrates responses to interactions; is engaged in trusting relationships.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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.
	Visually and vocally checks in with caregiver; exhibits social referencing.	E. Building relationships with adults D. Emotions	6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

					Uses self-calming strategies and seeks trusted adult for coping.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
					May test limits of safety-seeking information by looking toward caregiver.	E. Building relationships with adults D. Emotions	6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 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 to 38 months	Demonstrates open, uninhibited self-expression.	D. Emotions FF. Knowledge of self and others	8. Emotions: Children express emotions. 5. Sense of self: Children express a sense of self.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
					Develops a relaxed rhythm with caregivers in daily routines.	E. Building relationships with adults K. Personal care and healthy behavior	5. Attachment: Children form an attachment to a primary caregiver. 3. Self-help: Children do things for themselves.	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 adult support.

Responds to externally-driven interactions, relationships, and inhibitions.	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.
Seeks information from others through observation and relationships.	E. Building relationships with adults BB. Observing and classifying	6. Relationships with adults: Children build relationships with other adults. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
Begins to regulate strong emotional expression (tantrums, acting impulsively).	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Demonstrates some coping skills in the face of adversity.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

36 to 60 months	Chooses personal strategies to control emotional responses.	D. Emotions; C. Reflection	9. Emotions: Children recognize, label, and regulate their feelings.; 6. Reflection: Children reflect on their experiences.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
	Seeks shared experiences.	F. Building relationships with other children; E. Building relationships with adults; G. Community	12. Building relationships: Children build relationships with other children and adults.; 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 both children and adults.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

Begins to allow peers to impact how they see themselves.	FF. Knowledge of self and others; F. Building relationships with other children	7. Self-identity: Children have a positive self-identity.; 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, and their feelings.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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					Explains and problem-solves issues of emotion (label emotions of self and others).	D. Emotions; B. Problem solving with materials; C. Reflection; L. Speaking	9. Emotions: Children recognize, label, and regulate their feelings.; 4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems and adapt strategies to develop solutions.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language and other forms of communication to express ideas.
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				Can observe and respond to a friend or family members' ideas, likes, or dislikes.	F. Building relationships with other children; E. Building relationships with adults; FF. Knowledge of self and others; M. Listening and comprehension	12. Building relationships: Children build relationships with other children and adults.; 7. Self-identity: Children have a positive self-identity.; 21. Comprehension: Children understand language.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children recognize and respond to the perspectives, preferences, and feelings of others while maintaining positive relationships.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
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Cognition and Cognitive Processes	Goal 8	Children demonstrate awareness of cause and effect relationships.	Birth to 8 months	Looks for or orients toward a dropped object or sound.	C. Reflection M. Listening and comprehension	31. Memory: Children remember people and objects. 16. Listening and responding: Children listen and respond.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
				Uses sounds, gestures, and movements to impact the environment and interactions.	L. Speaking CC. Experimenting, predicting, and drawing conclusions	17. Nonverbal communication: Children communicate nonverbally. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Science – 6.3.2 Children notice how objects move and change.
				Acts on an object to make a pleasing sight, sound, or motion (kicks or swats mobile, continues to bat object to repeat sound).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.

Repeats actions many times to cause the desired effect.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
Sustains brief interactions, with caregiver support.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 18. Two-way communication: Children participate in two-way communication.	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.
When mobile, seeks caregiver for support.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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 – 2.1.2 Children regulate their emotions and actions with adult support.

6 to 18 months	Uses variety of tools (containers, switches, doors).	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving: Children solve problems encountered in exploration and play. 30. Taking apart and putting together: Children take things apart and fit them 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). Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
	Manipulates object to experiment with cause and effect.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.

Uses motor skills to experiment with cause and effect.	CC. Experimenting, predicting, and drawing conclusions I. Gross-motor skills	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 13. Moving the whole body: Children move the whole body.	Science – 6.3.2 Children notice how objects move and change. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Uses two- to three-step sequencing.	B. Problem solving with materials C. Reflection	2. Problem solving: Children solve problems encountered in exploration and play. 31. Memory: Children remember people and objects.	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 – 1.2.2 Children remember and use information in new situations.
Experiments with effects of own actions on objects and people.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.

Looks to others for understanding and response (social referencing with caregivers).	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.
Begins to express an understanding of cause and effect.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
Understands “no,” but may not inhibit actions.	D. Emotions M. Listening and comprehension	8. Emotions: Children express emotions. 16. Listening and responding: Children listen and respond.	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.
Begins to understand that meaning and language are linked to actions.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.

				Does not understand impact of actions on others (biting, pushing).	F. Building relationships with other children D. Emotions	7. Relationships with peers: Children build relationships with peers. 8. Emotions: Children express emotions.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
			16 to 38 months	Observes others' actions to see the effect they have on objects and people.	CC. Experimenting, predicting, and drawing conclusions F. Building relationships with other children	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 7. Relationships with peers: Children build relationships with peers.	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.
				Experiments with the effect of own actions on objects and people.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.

Learns to anticipate an adult's response to an action.	E. Building relationships with adults C. Reflection	6. Relationships with adults: Children build relationships with other adults. 31. Memory: Children remember people and objects.	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.
Understands “no,” but can control actions at times.	D. Emotions M. Listening and comprehension	8. Emotions: Children express emotions. 16. Listening and responding: Children listen and respond.	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.
Predominately uses “Why?” to ask questions even though the child may actually be asking “Who?” “What?” “Where?” “How?” or “When?”	L. Speaking M. Listening and comprehension	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.	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.

Likes push and pull toys, and toys with wheels that they can move.	I. Gross-motor skills CC. Experimenting, predicting, and drawing conclusions	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.	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.
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				Uses fill/dump, build up/knock down, and push/pull strategies.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	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. 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). Science – 6.3.2 Children notice how objects move and change. Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
			36 to 60 months	Identifies objects that influence or affect other objects (food coloring makes the water blue). Asks “why” questions to show effort at understanding causation (if I do this, why does that happen?).			

				Explains the effects that simple actions may have on objects (it will be dark when you turn off the light).			
				Recognizes which element of an object causes the effect in simple relationships (the beads inside the box make the noise).			
				Begins to use “What?” “Who?” “When?” and “Where?” questions.			
Goal 9	Children use prior relationships, experiences, and knowledge to expand understanding.	Birth to 8 months	Tracks people and objects by moving head as an adult or object moves.	BB. Observing and classifying	28. Locating objects: Children explore and notice the location of objects.	Mathematics – Children explore position and spatial relationships.	
			Turns to familiar adult’s voice.	E. Building relationships with adults M. Listening and comprehension	6. Relationships with adults: Children build relationships with other adults. 16. Listening and responding: Children listen and respond.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others.	

Prefers familiar adults to strangers.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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.
Anticipates familiar events or routines (feel of changing pad means a diaper change, cradled near breast means feeding).	C. Reflection K. Personal care and healthy behavior	31. Memory: Children remember people and objects. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Smiles and wiggles to engage and respond to family members.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 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.

Memory is short term and based in emotional relationships and sensory experience.	C. Reflection E. Building relationships with adults	31. Memory: Children remember people and objects. 5. Attachment: Children form an attachment to a primary caregiver.	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.
Behaves in consistent ways to elicit a response (kicks a mobile).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
Shows surprise and delight by games such as Peek-a-Boo, holding and examining objects, or pushing and pulling objects.	D. Emotions BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	8. Emotions: Children express emotions. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.1 Children observe properties of materials and objects. Science – 6.3.2 Children notice how objects move and change.

6 to 18 months	Shows attachment to primary caregivers/parents through preference, or clinging to parents and familiar people.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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.
	Object memory is short term and based on what is visible and accessible.	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
	Experiments to see if similar objects cause similar responses (shakes stuffed animal in the same way as a rattle to hear noise).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
	Displays recognition and excitement about games or toys from the previous day.	C. Reflection D. Emotions	31. Memory: Children remember people and objects. 8. Emotions: Children express emotions.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
	Applies knowledge to new situations (bangs on bucket as if it were a drum).	C. Reflection AA. Pretend play	31. Memory: Children remember people and objects. 36. Imitating and pretending: Children imitate and pretend.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Creative Arts – 9.4.1 Children participate in play scenarios.

Recognizes differences between familiar people and strangers.	E. Building relationships with adults FF. Knowledge of self and others	6. Relationships with adults: Children build relationships with other adults. 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.
Realizes that objects exist when they are not seen — for a short time.	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Anticipates the return of a face when playing Peek-a-Boo and the trajectory of a moving object.	C. Reflection BB. Observing and classifying	31. Memory: Children remember people and objects. 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. Mathematics – Children explore position and spatial relationships.

Looks for a hidden object after seeing it hidden/moved in two-to-three places (object permanence).	C. Reflection B. Problem solving with materials	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play.	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).
Looks for a familiar person, toy, or pet, when asked.	C. Reflection M. Listening and comprehension	31. Memory: Children remember people and objects. 16. Listening and responding: Children listen and respond.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Uses transitional object to support transitions and separations (favorite toy or blanket).	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

Greets people with "Hi."	L. Speaking E. Building relationships with adults	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.	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.
Waves bye-bye when leaving.	L. Speaking E. Building relationships with adults	17. Nonverbal communication: Children communicate nonverbally. 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.

16 to 38 months	Generalizes actions to similar objects (stacks boxes like blocks).	C. Reflection B. Problem solving with materials	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play.	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).
	Realizes that behaviors can precede events (if mom puts a pot on the stove, she is going to cook something to eat; when mom puts on her coat, she is leaving).	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.

Anticipates separation and reunion.	E. Building relationships with adults C. Reflection	5. Attachment: Children form an attachment to a primary caregiver. 31. Memory: Children remember people and objects.	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.
Alters behavior based on a past event and builds on it (I did this and it didn't work, so I will do this instead.).	B. Problem solving with materials C. Reflection	2. Problem solving: Children solve problems encountered in exploration and play. 31. Memory: Children remember people and objects.	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 – 1.2.2 Children remember and use information in new situations.
Relates an experience today to one that happened in the past (hand washing prior to mealtime).	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.

Looks in several places for a desired object, or when asked to find an object (e.g., "Go see if your other shoe is under your bed.").	B. Problem solving with materials C. Reflection M. Listening and comprehension	2. Problem solving: Children solve problems encountered in exploration and play. 31. Memory: Children remember people and objects. 16. Listening and responding: Children listen and respond.	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 – 1.2.2 Children remember and use information in new situations.
Enjoys simple hide-and-seek games.	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.

Begins to understand that a parent goes away to work, but will come home.	E. Building relationships with adults C. Reflection	5. Attachment: Children form an attachment to a primary caregiver. 31. Memory: Children remember people and objects.	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.
May over generalize terms such as hot/cold/sweet/sour/big/old based on limited experiences.	L. Speaking BB. Observing and classifying	19. Speaking: Children speak. 33. Same and different: Children notice sameness and difference.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Talks to self, saying words repetitively (referred to as rehearsal; where child tries out putting thoughts into words).	L. Speaking	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.	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 to 60 months Explains events that happened in the past.	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.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Represents things in environment with available materials; moving from simple to complex representations (recreate picture of a house, build road with blocks, or make a tree with modeling clay).	X. Art; AA. Pretend play; A. Initiative and planning	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 2. Planning: Children make plans and follow through on their intentions.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans and follow through.
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Thinks out loud and talks themselves through a situation.	L. Speaking; B. Problem solving with materials; C. Reflection	22. Speaking: Children express themselves using language.; 4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.1 Language & Communication: Children use language to express and organize ideas.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems and use or adapt strategies to develop solutions.
Works out problems using information from prior experiences rather than through trial and error.	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply prior knowledge and experiences to new situations and adapt strategies to solve problems.

Tells a story or recounts an event from photographs of self and others (e.g., "We made a big tent with boxes and blankets.").	C. Reflection; L. Speaking; HH. History	6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.; 57. History: Children understand past, present, and future.	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 their home language(s) and other forms of communication to express ideas and experiences.; Social Studies — SS 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.
Points to objects that are out of place.	BB. Observing and classifying; C. Reflection	45. Observing: Children observe the materials and processes in their environment.; 46. Classifying: Children classify materials, actions, people, and events.; 6. Reflection: Children reflect on their experiences.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by making observations and describing what they notice.; Mathematics — M 5.6.1 Data: Children sort and classify objects according to attributes.

Points out objects in complex pictures and puzzles.	BB. Observing and classifying; B. Problem solving with materials	45. Observing: Children observe the materials and processes in their environment.; 4. Problem solving: Children solve problems encountered in play.	Science — S 6.1.1 Scientific Inquiry: Children make careful observations and describe what they notice.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems and use strategies to develop solutions.
Asks or tells when a parent goes away to work and will they come home.	HH. History; D. Emotions; L. Speaking	57. History: Children understand past, present, and future.; 9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.4.1 Time, Continuity & Change: Children develop understanding of past, present, and future events in their lives.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language to express ideas, needs, and experiences.

Completes a sequence of three to six pictures or pieces of a sequence puzzle.	V. Patterns; C. Reflection; B. Problem solving with materials	38. Patterns: Children identify, describe, copy, complete, and create patterns.; 6. Reflection: Children reflect on their experiences.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — Patterns & Algebraic Thinking: Children recognize, extend, and complete ordered patterns and sequences.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children use and adapt strategies to solve problems.
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Sings and chants along with repetitive lines in songs, poems, and stories.	Y. Music; N. Phonological awareness; L. Speaking	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.; 22. Speaking: Children express themselves using language.	Creative Arts — CA 9.2.1 Music: Children create and respond to music through singing and other musical experiences.; Language and Literacy — LL 4.3.1 Phonological Awareness: Children recognize and manipulate sound patterns in spoken language.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language to participate in songs, chants, and conversations.
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				Uses words for yesterday, today, and tomorrow even though the timing may be incorrect.	HH. History; L. Speaking	57. History: Children understand past, present, and future.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Social Studies — SS 8.4.1 Time, Continuity & Change: Children develop and communicate an emerging understanding of past, present, and future.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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				Tells others about their acquaintances and experiences without considering the other person's lack of knowledge with the topic or person	L. Speaking; C. Reflection; E. Building relationships with adults; F. Building relationships with other children	22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.; 12. Building relationships: Children build relationships with other children and adults.	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.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recall and reflect on previous experiences.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Goal 10	Children show emerging ability to imitate behaviors that they have observed.	Birth to 8 months	Looks at objects and faces.	BB. Observing and classifying E. Building relationships with adults	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 6. Relationships with adults: Children build relationships with other adults.	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.
			Responds to adult facial expressions with same expression (sticking out tongue, pursing lips).	E. Building relationships with adults AA. Pretend play	6. Relationships with adults: Children build relationships with other adults. 36. Imitating and pretending: Children imitate and pretend.	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.
			Mimics sounds.	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.

Stares, smiles at, or shows concern or puzzlement to a caregiver.	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 – 2.1.1 Children demonstrate awareness of self as a unique individual.
Wiggles, kicks, increases rate of breathing in response to observation.	D. Emotions I. Gross-motor skills	8. Emotions: Children express emotions. 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.

					Babbles in tandem with caregiver's sounds.	L. Speaking E. Building relationships with adults	18. Two-way communication: Children participate in two-way communication. 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. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			6 to 18 months		Waves bye-bye.	L. Speaking E. Building relationships with adults	17. Nonverbal communication: Children communicate nonverbally. 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.
					Plays imitation games (clapping and marching, jumping to music).	AA. Pretend play W. Music and movement	36. Imitating and pretending: Children imitate and pretend. 40. Moving to music: Children move to music.	Creative Arts – 9.4.1 Children participate in play scenarios. Creative Arts – 9.3.1 Children respond to and participate in music and movement.

					Prefers objects frequently used by caregiver (keys, cell phone).	E. Building relationships with adults AA. Pretend play	6. Relationships with adults: Children build relationships with other adults. 36. Imitating and pretending: Children imitate and pretend.	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.
					Offers objects to others (though they may quickly take the object back).	F. Building relationships with other children E. Building relationships with adults	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.
					Imitates actions from daily routines of the family or early childhood program (rocks a baby doll, puts on a hat, feed the caregiver).	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
				16 to 38 months	Imitates a single action from a finger play or dance movement.	AA. Pretend play W. Music and movement	36. Imitating and pretending: Children imitate and pretend. 40. Moving to music: Children move to music.	Creative Arts – 9.3.1 Children respond to and participate in music and movement.

Demonstrates a sequence of behavior after observing another child or adult.	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.
Imitates parent or caregiver's familiar behavior or gestures (pulls clothes from dryer, puts hands on hips, strikes a familiar pose).	AA. Pretend play E. Building relationships with adults	36. Imitating and pretending: Children imitate and pretend. 6. Relationships with adults: Children build relationships with other adults.	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.
Uses imitation, which leads to functional play (pouring water in the bathtub or pretending to hammer nails in the sandbox).	AA. Pretend play B. Problem solving with materials	36. Imitating and pretending: Children imitate and pretend. 2. Problem solving: Children solve problems encountered in exploration and play.	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).

			36 to 60 months	Imitates sequences of action (songs with gestures, movement games).			
				Uses phrases or plays out plots from favorite books or movies.			
				Sings and gestures to songs with both actions and words (Wheels on the Bus, folk songs with gestures).			
Goal 11	Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.	Birth to 8 months	Reaches for a toy or object that has rolled away.	B. Problem solving with materials BB. Observing and classifying	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 – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).	

Seeks assistance from caregiver using vocalizations, facial expressions, or gestures.	E. Building relationships with adults L. Speaking	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 – 2.2.1 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.
Experiments with different ways of sucking (bottle vs. breast vs. thumb).	CC. Experimenting, predicting, and drawing conclusions K. Personal care and healthy behavior	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 3. Self-help: Children do things for themselves.	Science – 6.3.2 Children notice how objects move and change.
Responds to caregiver's voice when upset.	D. Emotions E. Building relationships with adults M. Listening and comprehension	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults. 16. Listening and responding: Children listen and respond.	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.

	Accepts or resists new tastes/textures.	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative: Children express initiative. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
6 to 18 months	Uses active exploration and trial and error to figure out how things work.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving: Children solve problems encountered in exploration and play. 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). Science – 6.3.2 Children notice how objects move and change.
	Uses objects as a means to an end (uses a bucket to transport blocks from one room to another, uses a spoon to reach for food).	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	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).

				With improving concentration, spends a longer time exploring objects.	A. Initiative and planning BB. Observing and classifying	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	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.
			16 to 38 months	Tries several methods to solve a problem before asking for assistance.	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	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).

Communicates to request assistance.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	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.
Uses solutions that are often not reality based.	AA. Pretend play B. Problem solving with materials	36. Imitating and pretending: Children imitate and pretend. 2. Problem solving: Children solve problems encountered in exploration and play.	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).

					Uses solutions that tend to reflect the child's own personal experience and perspective.	B. Problem solving with materials C. Reflection	2. Problem solving: Children solve problems encountered in exploration and play. 31. Memory: Children remember people and objects.	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 – 1.2.2 Children remember and use information in new situations.
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Becomes more persistent in trying to solve tasks on their own.	A. Initiative and planning B. Problem solving with materials	1. Initiative: Children express initiative. 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. 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).
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				May become frustrated when outcomes are different than expected.	D. Emotions B. Problem solving with materials	8. Emotions: Children express emotions. 2. Problem solving: Children solve problems encountered in exploration and play.	Social Emotional – 2.1.2 Children regulate their emotions and actions 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).
			36 to 60 months	Explores various ways to solve a problem and select one option.	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.

Seeks assistance from another child or adult to solve problems.	B. Problem solving with materials; D. Use of resources; E. Building relationships with adults; F. Building relationships with other children	4. Problem solving: Children solve problems encountered in play.; 5. Use of resources: Children gather information and formulate ideas about their world.; 12. Building relationships: Children build relationships with other children and adults.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems and seek support or adapt strategies to develop solutions.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Modifies actions based on new information and experiences (change block structure when the tower continues to fall).	B. Problem solving with materials; C. Reflection; CC. Experimenting, predicting, and drawing conclusions	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 47. Experimenting: Children experiment to test their ideas.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Science — S 6.1.1 Scientific Inquiry: Children investigate, observe results, and use evidence to revise ideas.
Uses magical thinking to influence solutions to problems (child thinks inanimate objects have intentions).	AA. Pretend play; B. Problem solving with materials; C. Reflection	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent imagined ideas and experiences.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children use prior experiences and developing reasoning to approach problems.

Uses emerging perspective taking to think of multiple situations for problem solving.	F. Building relationships with other children; C. Reflection; H. Conflict resolution; B. Problem solving with materials	12. Building relationships: Children build relationships with other children and adults.; 6. Reflection: Children reflect on their experiences.; 15. Conflict resolution: Children resolve social conflicts.; 4. Problem solving: Children solve problems encountered in play.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children recognize others' perspectives and maintain positive relationships.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children consider and adapt multiple strategies to develop solutions.
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				Solves an increasing number of problems within everyday activities.	B. Problem solving with materials; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
Goal 12	Children expand abilities for conjecture, hypothesizing, and guessing.	Birth to 8 months	Displays curiosity using senses (vision, hearing, taste, touch, smell).	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.	
			Looks for or orients toward sights and sounds.	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.	
			Uses fingers at first for self soothing.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.	

Uses sounds, gestures, and movements to impact the environment and interactions.	L. Speaking CC. Experimenting, predicting, and drawing conclusions	17. Nonverbal communication: Children communicate nonverbally. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Science – 6.3.2 Children notice how objects move and change.
Uses repetitive actions to cause desired effect (kicks or swats mobile, continues to bat at object to repeat sound).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
Looks at or listens to novel objects.	A. Initiative and planning BB. Observing and classifying	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	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.

6 to 18 months	Engages in goal-directed behavior and shows persistence in getting a desired object.	A. Initiative and planning B. Problem solving with materials	1. Initiative: Children express initiative. 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. 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).
	Bases problem solving in exploration and trial and error with objects.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving: Children solve problems encountered in exploration and play. 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). Science – 6.3.2 Children notice how objects move and change.

Begins to observe other's actions in relationship to their own.	F. Building relationships with other children CC. Experimenting, predicting, and drawing conclusions	7. Relationships with peers: Children build relationships with peers. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Science – 6.3.2 Children notice how objects move and change.
Uses a variety of strategies to explore unfamiliar objects.	A. Initiative and planning BB. Observing and classifying	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	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.
May resist unfamiliar foods.	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative: Children express initiative. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

16 to 38 months	Experiments with effect of own actions on objects and people.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
	Observes others' actions to see the effect they have on objects and people.	CC. Experimenting, predicting, and drawing conclusions F. Building relationships with other children	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 7. Relationships with peers: Children build relationships with peers.	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.
	Needs adult help or explanation for problem (may use social referencing).	B. Problem solving with materials E. Building relationships with adults	2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationships with adults: Children build relationships with other 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). Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Uses repetition in practicing behaviors and seeing consequences.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
Begins to see how one thing leads to another.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
Looks longer at surprising or irrational events than at a predictable event. May want the surprise to occur again, or to trigger the novel experience.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Science – 6.3.2 Children notice how objects move and change.

36 to 60 months	Asks questions to get more information about why something happens.	D. Use of resources; L. Speaking; CC. Experimenting, predicting, and drawing conclusions	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.	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 engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
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Explains the effects that simple actions have and their outcomes.	C. Reflection; CC. Experimenting, predicting, and drawing conclusions; L. Speaking	6. Reflection: Children reflect on their experiences.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; 22. Speaking: Children express themselves using language.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Science — S 6.1.1 Scientific Inquiry: Children describe observations and explain what happens during investigations.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language to express ideas and explain thinking.
Recognizes which object or element of an object causes the effect in simple relationships.	CC. Experimenting, predicting, and drawing conclusions; BB. Observing and classifying	45. Observing: Children observe the materials and processes in their environment.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.	Science — S 6.1.1 Scientific Inquiry: Children investigate cause-and-effect relationships through observation and experimentation.

Answers “what next” questions.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children use prior experiences to anticipate or explain what may happen next.
Uses self talk when solving a difficult problem.	B. Problem solving with materials; L. Speaking	4. Problem solving: Children solve problems encountered in play.; 22. Speaking: Children express themselves using language.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems and use or adapt strategies to develop solutions.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language to express and organize ideas.

Acquires the ability to hold more than one attribute in mind.	BB. Observing and classifying; C. Reflection	46. Classifying: Children classify materials, actions, people, and events.; 6. Reflection: Children reflect on their experiences.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply and adapt thinking strategies.
Becomes aware that other people can have different ideas or thoughts from their own.	FF. Knowledge of self and others; F. Building relationships with other children; C. Reflection	7. Self-identity: Children have a positive self-identity.; 12. Building relationships: Children build relationships with other children and adults.; 6. Reflection: Children reflect on their experiences.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships and recognize perspectives of others.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize similarities and differences among themselves and others.

Can categorize objects into groups.	BB. Observing and classifying	46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to one or more attributes.
Begins to make, recognize, and extend patterns.	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — Patterns & Algebraic Thinking: Children identify, duplicate, extend, and create simple repeating patterns.
Changes from magical thinking to understanding causation and planned actions.	C. Reflection; B. Problem solving with materials; CC. Experimenting, predicting, and drawing conclusions	6. Reflection: Children reflect on their experiences.; 4. Problem solving: Children solve problems encountered in play.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children use evidence and prior experience to adapt strategies and develop solutions.; Science — S 6.1.1 Scientific Inquiry: Children investigate and use observations to form explanations.

Uses “why” most often to ask questions as they hypothesize.	D. Use of resources; L. Speaking; CC. Experimenting, predicting, and drawing conclusions	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.	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 predictions based on observations and experiences.
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				Begins to “Who,” “What,” “Where,” and “When” to gain information to form hypothesis.	D. Use of resources; L. Speaking; M. Listening and comprehension; CC. Experimenting, predicting, and drawing conclusions	5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.; 48. Predicting: Children predict what they expect will happen.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Science — S 6.1.1 Scientific Inquiry: Children ask questions, make predictions, investigate, and describe what they notice.
Goal 13	Children compare, contrast, and evaluate experiences, tasks, and events building	Birth to 8 months	Shakes stuffed animal or objects in same way as rattle to hear noise.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science - 6.3.2 Children notice how objects move and change.	

on prior knowledge.

Watches separate body parts, their movement, and experiments with control of their movements.	I. Gross-motor skills FF. Knowledge of self and others	12. Moving parts of the body: Children move parts of the 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.
Imitates actions, gestures, and sounds.	AA. Pretend play L. Speaking N. Phonological awareness	36. Imitating and pretending: Children imitate and pretend. 17. Nonverbal communication: Children communicate nonverbally. 41. Sounds: Children explore and imitate sounds.	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.
Explores objects in many different ways.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science - 6.3.1 Children observe properties of materials and objects.
Sustains gaze or tracks object.	BB. Observing and classifying	28. Locating objects: Children explore and notice the location of objects.	Mathematics - Children explore position and spatial relationships.

				Observes activities.	BB. Observing and classifying	32. Observing: Children observe the people and things in their world.	Science - 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
				Notices changes to familiar places and people.	C. Reflection BB. Observing and classifying	31. Memory: Children remember people and objects. 32. Observing: Children observe the people and things in their world.	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.
			6 to 18 months	Uses objects as intended.	C. Reflection BB. Observing and classifying	31. Memory: Children remember people and objects. 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.

Understands how familiar objects are used in combination (spoon in bowl, socks on feet).	C. Reflection BB. Observing and classifying	31. Memory: Children remember people and objects. 33. Same and different: Children notice sameness and difference.	Approaches to Learning - 1.2.2 Children remember and use information in new situations.
Distinguishes sounds and combinations of sounds.	N. Phonological awareness	41. Sounds: Children explore and imitate sounds.	Language and Literacy - Children notice and respond to sounds in language and the environment.
Follows the edges of objects in a space (blanket, bed, or room).	BB. Observing and classifying	28. Locating objects: Children explore and notice the location of objects.	Mathematics - Children explore position and spatial relationships.
Recognizes and responds to people's facial expressions.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional - 2.2.1 Children show interest in and interact with children and adults.
Tries out a variety of voice tones and way to vary sounds (babbling, squealing, yelling, shouting, pounding on a table, and ringing a bell).	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.

	Stacks objects and knocks them over.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science - 6.3.2 Children notice how objects move and change.
	Fill and dump buckets and containers of toys.	CC. Experimenting, predicting, and drawing conclusions	29. Filling and emptying: Children fill and empty, put in and take out.	Mathematics - Children explore quantity, capacity, and spatial relationships through play.
	Places objects around or carries them around.	BB. Observing and classifying I. Gross-motor skills	28. Locating objects: Children explore and notice the location of objects. 13. Moving the whole body: Children move the whole body.	Mathematics - Children explore position and spatial relationships. Physical Development and Health - 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
16 to 38 months	Generalizes ideas based on past experiences (watches caregiver blow on hot food before eating, then blows on food, hot or cold, at next meal).	C. Reflection AA. Pretend play	31. Memory: Children remember people and objects. 36. Imitating and pretending: Children imitate and pretend.	Approaches to Learning - 1.2.2 Children remember and use information in new situations.

Connects objects and ideas (broom for sweeping, swimsuit for swimming).	C. Reflection BB. Observing and classifying	31. Memory: Children remember people and objects. 33. Same and different: Children notice sameness and difference.	Approaches to Learning - 1.2.2 Children remember and use information in new situations.
Labels that a person's apparel is based on the weather outside (wearing a sweater means it is cold outside).	L. Speaking C. Reflection	19. Speaking: Children speak. 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. Approaches to Learning - 1.2.2 Children remember and use information in new situations.
Imitates behavior seen in another place and time.	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.

Notices and describes how items are the same or different.	BB. Observing and classifying L. Speaking	33. Same and different: Children notice sameness and difference. 19. Speaking: Children speak.	Mathematics - Children notice similarities and differences and sort or match 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.
Uses actions or words to justify choices.	A. Initiative and planning L. Speaking	1. Initiative: Children express initiative. 19. Speaking: Children speak.	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.

Makes choices when given options (which toy to play with).	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning - 1.1.1 Children choose how to explore their environment and participate in new experiences.
Articulates changes noticed in familiar places and people.	L. Speaking C. Reflection BB. Observing and classifying	19. Speaking: Children speak. 31. Memory: Children remember people and objects. 32. Observing: Children observe the people and things in their world.	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 - 1.2.2 Children remember and use information in new situations.
Identifies differences between own and others' work.	FF. Knowledge of self and others BB. Observing and classifying	4. Distinguishing self and others: Children distinguish themselves from others. 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 to 60 months	Applies new information or vocabulary to an activity.	C. Reflection; D. Use of resources; L. Speaking	6. Reflection: Children reflect on their experiences.; 5. Use of resources: Children gather information and formulate ideas about their world.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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Uses information gained through one modality and applies it to a new context via another modality (tries to build a tower of blocks like the one seen in a book, draws pictures after a field trip).	C. Reflection; D. Use of resources; X. Art; B. Problem solving with materials	6. Reflection: Children reflect on their experiences.; 5. Use of resources: Children gather information and formulate ideas about their world.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
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Generates a strategy based on one learning event and extends it to a new learning opportunity (learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon).	C. Reflection; B. Problem solving with materials; CC. Experimenting, predicting, and drawing conclusions	6. Reflection: Children reflect on their experiences.; 4. Problem solving: Children solve problems encountered in play.; 47. Experimenting: Children experiment to test their ideas.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Science — S 6.1.1 Scientific Inquiry: Children investigate, experiment, and use observations to build understanding.
Shows an understanding of same and different.	BB. Observing and classifying	46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to one or more attributes.

Recognizes and labels aspects of an event.	C. Reflection; L. Speaking; BB. Observing and classifying	6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.; 45. Observing: Children observe the materials and processes in their environment.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children reflect on experiences and apply what they learn.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Sorts objects based on attributes (shape, size, and color).	BB. Observing and classifying; T. Geometry: Shapes and spatial awareness; U. Measurement	46. Classifying: Children classify materials, actions, people, and events.; 34. Shapes: Children identify, name, and describe shapes.; 33. Measurement: Children measure to describe, compare, and order things.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to one or more attributes.; Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.3.1 Measurement: Children compare and describe measurable attributes of objects.
Compares experiences, with or without prompting.	C. Reflection	6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.

				Explains simple benefits and/or drawbacks of choosing one course of action, with/without prompting.	C. Reflection; B. Problem solving with materials; L. Speaking	6. Reflection: Children reflect on their experiences.; 4. Problem solving: Children solve problems encountered in play.; 22. Speaking: Children express themselves using language.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems, consider possible strategies or outcomes, and apply what they learn to new situations.; Language and Literacy — LL 4.1.1 Language & Communication: Children use language to express ideas and explain their thinking.
Goal 14	Children participate in exploratory play.	Birth to 8 months	Gathers information through the senses (mouthing, grasping, reaching).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.	

	Uses more than one sense at a time (uses sight, touch, taste, and hearing by examining and shaking a toy).	FF. Knowledge of self and others I. Gross-motor skills	5. Sense of self: Children express a sense of self. 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.
	Observes objects in the environment for a brief period of time.	AA. Pretend play L. Speaking	36. Imitating and pretending: Children imitate and pretend. 41. Sounds: Children explore and imitate sounds. 17. Nonverbal communication: Children communicate nonverbally.	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.
	Initiates familiar play scheme (banging objects, grabbing spoon).	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
6 to 18 months	Uses all five senses to examine different objects with attention to detail.	BB. Observing and classifying	28. Locating objects: Children explore and notice the location of objects.	Mathematics – Children explore position and spatial relationships.

Enjoys movement and motor play.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
Observes and manipulates objects.	C. Reflection FF. Knowledge of self and others	31. Memory: Children remember people and objects. 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 Studies – Children notice similarities and differences among people and familiar environments.
Engages in self- talk while playing.	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	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).

				Engages in reciprocal play with balls or throwing toys.	B. Problem solving with materials	30. Taking apart and putting together: Children take things apart and fit them together.	Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
				Enjoys filling and dumping or pushing and pulling activities.	N. Phonological awareness	41. Sounds: Children explore and imitate sounds.	Language and Literacy – Children notice and respond to sounds in language and the environment.
				Enjoys movement games with caretaker (Pat-a-Cake, Peek-a-Boo).	BB. Observing and classifying	28. Locating objects: Children explore and notice the location of objects.	Mathematics – Children explore position and spatial relationships.
				Seeks objects child sees caregivers use (keys, phones).	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
				Lacks sequencing and abstraction until the end of this period.	L. Speaking N. Phonological awareness	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.

16 to 38 months	Uses sorting and classifying.	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. 30. Taking apart and putting together: Children take things apart and fit them together.	Science – 6.3.2 Children notice how objects move and change. Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
	Observes and manipulates objects to identify similarities or differences.	CC. Experimenting, predicting, and drawing conclusions	29. Filling and emptying: Children fill and empty, put in and take out.	Science – 6.3.2 Children notice how objects move and change.
	Uses simple tools (scoops, funnels, shovels, buckets).	BB. Observing and classifying I. Gross-motor skills	28. Locating objects: Children explore and notice the location of objects. 13. Moving the whole body: Children move the whole body.	Mathematics – Children explore position and spatial relationships. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
	Explores and plays with sand, mud, and water.	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.

Enjoys hiding and finding games.	C. Reflection B. Problem solving with materials	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Enjoys jumping, climbing, and chase games.	L. Speaking C. Reflection	19. Speaking: Children speak. 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. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Plays in front of a mirror.	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.

Stacks, builds, and knocks down blocks.	BB. Observing and classifying L. Speaking	33. Same and different: Children notice sameness and difference. 19. Speaking: Children speak.	Mathematics – Children notice similarities and differences and sort or match 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.
Plays with malleable materials (play dough, clay, art materials).	A. Initiative and planning L. Speaking	1. Initiative: Children express initiative. 19. Speaking: Children speak.	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.

Starts playing with wagons, tricycles, and push toys.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
Initiates play with another child through gestures, offering toys, smiling, and eye contact.	C. Reflection L. Speaking	31. Memory: Children remember people and objects. 19. Speaking: Children speak.	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.
Constructs using blocks, building bricks, and other manipulative toys.	FF. Knowledge of self and others BB. Observing and classifying	4. Distinguishing self and others: Children distinguish themselves from others. 33. Same and different: Children notice sameness and difference.	Social Studies – Children notice similarities and differences among themselves and others. Mathematics – Children notice similarities and differences and sort or match objects.

36 to 60 months	Uses sorting, classifying, and seriation and patterning.	BB. Observing and classifying; V. Patterns; U. Measurement	46. Classifying: Children classify materials, actions, people, and events.; 38. Patterns: Children identify, describe, copy, complete, and create patterns.; 33. Measurement: Children measure to describe, compare, and order things.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to one or more attributes.; Mathematics — Patterns & Algebraic Thinking: Children identify, duplicate, extend, and create repeating patterns.; Mathematics — Measurement: Children compare and order objects using measurable attributes.
	Climbs, swings, jumps, dances, and hops to test skills.	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 — Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.; Creative Arts — Expressive Movement: Children express ideas, experiences, and feelings through movement and dance.

Aims, throws, catches, and kicks balls to explore projectile management.	I. Gross-motor skills; CC. Experimenting, predicting, and drawing conclusions	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 47. Experimenting: Children experiment to test their ideas.	Physical Development and Health — Gross Motor: Children coordinate large-muscle movements when manipulating objects such as balls.; Science — Scientific Inquiry: Children investigate, experiment, observe results, and describe what happens.
Uses tools, hammers, saws, shovels, and levers to explore the physical properties of moving masses.	EE. Tools and technology; CC. Experimenting, predicting, and drawing conclusions	52. Tools and technology: Children explore and use tools and technology.; 47. Experimenting: Children experiment to test their ideas.	Technology & Engineering — Tools & Technology: Children select and use tools safely to accomplish goals and solve problems.; Science — Physical Science/Scientific Inquiry: Children explore how objects move and how forces affect objects through investigation.

Plays with wheeled toys (tricycles, scooters, wagons) to explore velocity.	I. Gross-motor skills; CC. Experimenting, predicting, and drawing conclusions	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 47. Experimenting: Children experiment to test their ideas.; 48. Predicting: Children predict what they expect will happen.	Physical Development and Health — Gross Motor: Children demonstrate control and coordination while using wheeled equipment.; Science — Physical Science/Scientific Inquiry: Children explore motion, speed, and changes in movement through hands-on investigation.
Uses art materials to make functional objects.	X. Art; EE. Tools and technology; A. Initiative and planning	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 52. Tools and technology: Children explore and use tools and technology.; 2. Planning: Children make plans and follow through on their intentions.	Creative Arts — Visual Arts: Children create two- and three-dimensional representations using a variety of materials and tools.; Technology & Engineering — Tools & Technology: Children select and use tools and materials to accomplish goals.

				Constructs with building bricks and manipulative toys to explore spatial relationships	T. Geometry: Shapes and spatial awareness; B. Problem solving with materials	35. Spatial awareness: Children recognize spatial relationships among people and objects.; 34. Shapes: Children identify, name, and describe shapes.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — Geometry & Spatial Awareness: Children explore spatial relationships and compose structures using two- and three-dimensional materials.; Approaches to Learning — Problem Solving & Reflection: Children use and adapt strategies to solve problems with materials.
				Uses senses to explore physical environment (sand and water, sweet and sour, loud and soft, identify smells).	BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions	45. Observing: Children observe the materials and processes in their environment.; 46. Classifying: Children classify materials, actions, people, and events.; 47. Experimenting: Children experiment to test their ideas.	Science — Scientific Inquiry: Children use their senses to observe, compare, investigate, and describe materials and natural phenomena.

Goal 15	Children participate in pretend or symbolic play.	Birth to 8 months	Coordinates body and visual cues with caregiver.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 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.
			Responds with interest to Peek-a- Boo and hand clapping.	E. Building relationships with adults W. Music and movement	6. Relationships with adults: Children build relationships with other adults. 40. Moving to music: Children move to music.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Creative Arts – 9.3.1 Children respond to and participate in music and movement.

Plays with sounds while exploring a toy.	N. Phonological awareness BB. Observing and classifying	41. Sounds: Children explore and imitate sounds. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Science – 6.3.1 Children observe properties of materials and objects.
Smiles, coos, relax muscles in reciprocal play with caregiver.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 18. Two-way communication: Children participate in two-way communication.	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.

6 to 18 months	Uses objects functionally.	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	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).
	Uses objects symbolically. Use simple abstraction (a stick for a spoon, a tissue for a blanket).	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
	Makes animal sounds.	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.
	Uses make-believe play (rocking or feeding a baby doll).	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
	Imitates the roles of adults and older children.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.

16 to 38 months	Uses one object as a symbol for another (holds blocks to ear to represent a cell phone).	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
	Explores experiences by taking on family roles from within the family. Uses simple, not elaborate, forms.	AA. Pretend play FF. Knowledge of self and others	36. Imitating and pretending: Children imitate and pretend. 4. Distinguishing self and others: Children distinguish themselves from others.	Creative Arts – 9.4.1 Children participate in play scenarios. Social Studies – Children notice similarities and differences among themselves and others.
	Moves from mostly solitary play to some parallel play.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
	Uses props in pretend play (dolls, animals, trucks, objects).	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
	May have an imaginary friend.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
	Reacts to people in costume as if they are the characters they portray.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
	Reacts to puppets as if they are real and not extensions of an adult or another child.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.

May use play to address some fears.	AA. Pretend play D. Emotions	36. Imitating and pretending: Children imitate and pretend. 8. Emotions: Children express emotions.	Creative Arts – 9.4.1 Children participate in play scenarios. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Initiates play with another child through gestures, offering a toy, smiling, and eye contact.	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 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.
Uses theme play (animals go to the barn; babies are fed and put to bed).	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.

				Initiates favorite play themes with peer or adult.	AA. Pretend play F. Building relationships with other children E. Building relationships with adults	36. Imitating and pretending: Children imitate and pretend. 7. Relationships with peers: Children build relationships with peers. 6. Relationships with adults: Children build relationships with other adults.	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.
				Starts giving emotions and language to dolls and other play characters.	AA. Pretend play D. Emotions L. Speaking	36. Imitating and pretending: Children imitate and pretend. 8. Emotions: Children express emotions. 19. Speaking: Children speak.	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.

36 to 60 months	Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor's office).	AA. Pretend play; G. Community; FF. Knowledge of self and others	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.; 7. Self-identity: Children have a positive self-identity.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
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					Takes on pretend roles and situations. Uses appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).	AA. Pretend play; L. Speaking; Z. Movement	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.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Creative Arts — CA 9.3.1 Expressive Movement: Children create and use movement to express ideas and feelings.
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Engages in complex make-believe play (theme-oriented play that involves multiple characters and settings).	AA. Pretend play; A. Initiative and planning; F. Building relationships with other children	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 2. Planning: Children make plans and follow through on their intentions.; 12. Building relationships: Children build relationships with other children and adults.	Creative Arts — CA 9.4.1 Dramatic Play: Children create increasingly complex play scenarios with roles and themes.; 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.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Makes connections between characters in books, stories, or movies, with people in real-life.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
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Questions if characters in books, family, and traditional oral stories and movies are real or not.	M. Listening and comprehension; C. Reflection; L. Speaking	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.
Believes objects, events, and characters can be “magic” or have “powers.”	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent imagined roles, events, and experiences.

					Understands that conflict can arise from “misunderstanding each other.	H. Conflict resolution; M. Listening and comprehension; C. Reflection	15. Conflict resolution: Children resolve social conflicts.; 21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
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Can return to favorite play themes with friends.	AA. Pretend play; F. Building relationships with other children; C. Engagement	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 12. Building relationships: Children build relationships with other children and adults.; 3. Engagement: Children focus on activities that interest them.	Creative Arts — CA 9.4.1 Dramatic Play: Children create and revisit play scenarios.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.
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Uses dramatic play to recreate a real situation with self involvement.	AA. Pretend play; C. Reflection	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 6. Reflection: Children reflect on their experiences.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
Plays out social and emotional issues (power, loss, fears).	AA. Pretend play; D. Emotions	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 9. Emotions: Children recognize, label, and regulate their feelings.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.

Uses block and dramatic play areas for imaginative settings and extended play.	AA. Pretend play; C. Engagement; A. Initiative and planning	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 3. Engagement: Children focus on activities that interest them.; 2. Planning: Children make plans and follow through on their intentions.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during child- and adult-initiated experiences.; Approaches to Learning — AL 1.1.2 Initiative & Planning: Children communicate their thoughts and decisions as they make plans and follow through.
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				Extends and consolidates understanding through play.	AA. Pretend play; C. Reflection; B. Problem solving with materials	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 6. Reflection: Children reflect on their experiences.; 4. Problem solving: Children solve problems encountered in play.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations and adapt strategies to solve problems.
Goal 16	Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.	Birth to 8 months	Varies intonation in their voices.	L. Speaking	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.	
			Looks for disappearing objects.	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.	

Enjoys Peek-a-Boo.	AA. Pretend play E. Building relationships with adults	36. Imitating and pretending: Children imitate and pretend. 6. Relationships with adults: Children build relationships with other adults.	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.
Pulls cloth off of face as part of a Peek-a-Boo game and giggle.	AA. Pretend play D. Emotions	36. Imitating and pretending: Children imitate and pretend. 8. Emotions: Children express emotions.	Creative Arts – 9.4.1 Children participate in play scenarios. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Responds to variation in temperature or taste of food.	BB. Observing and classifying K. Personal care and healthy behavior	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 3. Self-help: Children do things for themselves.	Science – 6.3.1 Children observe properties of materials and objects.

6 to 18 months	Draws or scribbles and explains what the drawing is.	R. Writing X. Art L. Speaking	42. Marks and scribbles: Children make marks and scribbles. 37. Exploring art materials: Children explore building and art materials. 19. Speaking: Children speak.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
	Experiments with new uses for familiar objects.	B. Problem solving with materials AA. Pretend play	2. Problem solving: Children solve problems encountered in exploration and play. 36. Imitating and pretending: Children imitate and pretend.	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.

Provides a simple description of a person or object that is not present (child barks when asked what noise the dog makes).	L. Speaking C. Reflection	19. Speaking: Children speak. 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. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Shows object permanence (hiding and finding games, Peek- a-Boo).	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Reacts to mental images of objects or events (claps hands when told that a favorite person is coming to visit).	C. Reflection D. Emotions	31. Memory: Children remember people and objects. 8. Emotions: Children express emotions.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.

16 to 38 months	Offers brief explanations of drawings.	R. Writing L. Speaking	42. Marks and scribbles: Children make marks and scribbles. 19. Speaking: Children speak.	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.
	Expresses emotion and experiences through movement, drawing, music, or singing.	D. Emotions W. Music and movement X. Art	8. Emotions: Children express emotions. 40. Moving to music: Children move to music. 37. Exploring art materials: Children explore building and art materials.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.

May use self-talk in play or painting/drawing.	L. Speaking AA. Pretend play X. Art	19. Speaking: Children speak. 36. Imitating and pretending: Children imitate and pretend. 37. Exploring art materials: Children explore building and art materials.	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.
May tell stories about an experience or event.	L. Speaking C. Reflection	19. Speaking: Children speak. 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. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
May scribble and call it writing.	R. Writing	42. Marks and scribbles: Children make marks and scribbles.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.

Makes animal noises and looks to caregiver for recognition.	N. Phonological awareness E. Building relationships with adults	41. Sounds: Children explore and imitate sounds. 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.
Identifies symbols or logos for familiar objects/place (McDonald's arches).	P. Reading	38. Identifying visual images: Children respond to and identify pictures and photographs.	Language and Literacy – Children recognize familiar symbols, logos, and environmental print.

36 to 60 months	Provides a complex description of a person or object that is not present (child describes the dog is black, soft, and runs around; child gestures to show how big).	L. Speaking; C. Reflection	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
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Uses symbols or pictures as a representation of oral language.	Q. Book appreciation and knowledge; R. Writing; X. Art	27. Concepts about print: Children demonstrate knowledge about environmental print.; 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.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
Uses objects to represent real items in make-believe play.	AA. Pretend play	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.

					Recognizes objects, places, and ideas by symbols (recognize which is the men's room and which is the women's room by looking at the stick figure symbols).	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 — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words, symbols, and environmental print.
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Uses creative means to express emotions when vocabulary is inadequate.	D. Emotions; X. Art; Z. Movement; AA. Pretend play	9. Emotions: Children recognize, label, and regulate their feelings.; 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.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Creative Arts — CA 9.3.1 Expressive Movement: Children create and use movement to express ideas and feelings.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
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					May use shapes and letters to “write messages.”	R. Writing; O. Alphabetic knowledge; T. Geometry: Shapes and spatial awareness	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.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.; Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.
Domain 2: Physical Well-Being, Health, and Motor Development	Motor Development	Goal 17	Children demonstrate strength and coordination of large motor muscles.	Birth to 8 months	Moves initially in a predominantly reflexive way (rooting, sucking, grasping, blinking, and swallowing).	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
					Holds head erect and steady when held on a shoulder.	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

Lifts head and chest while lying on tummy.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Extends legs and kicks when lying on tummy or back.	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Supports upper body with arms when lying on tummy.	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Sucks thumb or fingers.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Gains control of arm and leg movements.	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

Rolls from side to back, then from back to front.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Pounds on things with hands and kicks legs.	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Reaches for feet and brings them to mouth.	I. Gross-motor skills FF. Knowledge of self and others	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 4. Distinguishing self and others: Children distinguish themselves from others.	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.
Sits with support.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

				Moves from sitting position to crawling or prone position.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
			6 to 18 months	Sits in lap with head steady.	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
				Rocks back and forth on hands and knees and, later, crawl.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
				Moves to sitting position, without assistance.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

Sits steady, without support.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Pulls self up to stand while holding onto something or someone.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Walks two or three steps, without support.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Walks holding on to furniture, then, later as the primary means of moving around.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

					Stoops over to explore things on the ground; first without, and then with balance.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
					Tries to climb stairs, with assistance.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
					Carries toys or objects while walking.	I. Gross-motor skills	14. Moving with objects: Children move with objects.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
				16 to 38 months	Walks and runs with skill; changing both speed and direction.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 34. Speed: Children experience "fast" and "slow."	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

Walks backwards.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Climbs in and out of bed, or onto a steady adult chair.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Pounds object with intent and precision (hammers peg with accuracy).	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Kicks and throws a ball, but with little control of direction or speed.	I. Gross-motor skills	14. Moving with objects: Children move with objects.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Jumps in place.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

				Balances on one foot briefly.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
				Bends over easily at the waist without falling.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
				Walks in a straight line.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
				Walks up and down stairs (not alternating feet), without assistance.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

36 to 60 months	Walks and runs following circular paths (around obstacles and corners).	I. Gross-motor skills; T. Geometry: Shapes and spatial awareness	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.	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.
	Runs, pivots to change direction, and stops as appropriate.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.

Crawls through a play tunnel or under tables.	I. Gross-motor skills; T. Geometry: Shapes and spatial awareness	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.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control and coordination in large-muscle movements.; Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location.
Climbs on play equipment.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.
Throws large beanbags or ball with some accuracy.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.2 Gross Motor: Children coordinate large-muscle movements when using objects during active play, such as throwing and catching.

Catches large balls with two hands.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.2 Gross Motor: Children coordinate large-muscle movements when using objects during active play, such as throwing and catching.
Kicks ball forward.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.2 Gross Motor: Children coordinate large-muscle movements when using objects during active play, such as kicking, throwing, and catching.
Balances on one foot; hops forward on one foot.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.

Jumps on two feet and jumps over small objects with balance and control.	I. Gross-motor skills; T. Geometry: Shapes and spatial awareness	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.	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.
Jumps from a height.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.
Jumps for distance.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.

Gallops.	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, and strength in large-muscle movements.; Creative Arts — CA 9.3.1 Expressive Movement: Children create and use movement to express ideas and feelings.
Pedals consistently when riding a tricycle.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.
Starts and stops a tricycle intentionally.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.

			Walks up and down stairs using alternating feet.	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.
Goal 18	Children demonstrate strength and coordination of small motor muscles.	Birth to 8 months	Grasps caregiver's fingers.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
			Brings hands into visual space and moves them.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
			Reaches and swipes at a dangled object.	J. Fine-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
			Reaches for a toy, mouth open, and brings object to mouth for exploration.	J. Fine-motor skills BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	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.

Watches hands while reaching, making some spatial corrections.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Grasps and releases an object.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
When on back, brings extended hands together over chest to grasp or to swipe mobile.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
When on tummy, or supported sitting, uses both hands to grasp toy and brings towards self.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Grasps a toy, releases it to the other hand, or drops it.	J. Fine-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
When relaxed or playing, uses mostly open hands, ready to grasp.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

6 to 18 months	Turns pages with adult help.	J. Fine-motor skills Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.5.2 Children engage with books read by adults.
	Shakes a rattle.	J. Fine-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
	Transfers small object from hand to hand.	J. Fine-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
	Pushes an object off highchair tray.	J. Fine-motor skills CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Science – 6.3.2 Children notice how objects move and change.
	Picks up small objects with thumb and forefinger.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

Bangs objects together.	J. Fine-motor skills CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Science – 6.3.2 Children notice how objects move and change.
Waves bye-bye and claps hands.	J. Fine-motor skills L. Speaking	17. Nonverbal communication: Children communicate nonverbally.	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.
Empties objects from container.	J. Fine-motor skills CC. Experimenting, predicting, and drawing conclusions	29. Filling and emptying: Children fill and empty, put in and take out.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Science – 6.3.2 Children notice how objects move and change.

Tries to imitate scribbling.	J. Fine-motor skills R. Writing	42. Marks and scribbles: Children make marks and scribbles.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.
Turns pages of a board book independently.	J. Fine-motor skills Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.5.2 Children engage with books read by adults.
Points at object that is out of reach.	J. Fine-motor skills L. Speaking	17. Nonverbal communication: Children communicate nonverbally.	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.

Holds fat crayon with a full-hand grasp and scribbles on large paper.	J. Fine-motor skills R. Writing	42. Marks and scribbles: Children make marks and scribbles.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.
Fits two cups together, one inside the other.	J. Fine-motor skills B. Problem solving with materials	30. Taking apart and putting together: Children take things apart and fit them together.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
Holds toys in one hand and explores it with the other.	J. Fine-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

				Stacks two to three objects.	J. Fine-motor skills B. Problem solving with materials	30. Taking apart and putting together: Children take things apart and fit them together.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.
			16 to 38 months	Turns book pages, one page at a time, most of the time.	J. Fine-motor skills Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.5.2 Children engage with books read by adults.
				Scribbles with crayons and begins to imitate marks (a circle).	J. Fine-motor skills R. Writing	42. Marks and scribbles: Children make marks and scribbles.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.

Uses a paintbrush.	J. Fine-motor skills X. Art	37. Exploring art materials: Children explore building and art materials.	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.
Folds blanket, cloth diaper, or paper, with assistance.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Pours or dumps water, sand, and other materials using other containers or a simple tool.	J. Fine-motor skills CC. Experimenting, predicting, and drawing conclusions	29. Filling and emptying: Children fill and empty, put in and take out.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Science – 6.3.2 Children notice how objects move and change.

Opens doors, with assistance, by turning and pulling doorknobs.	J. Fine-motor skills B. Problem solving with materials	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 – 1.3.1 Children communicate the presence of a problem(s) with materials and, with assistance, consider possible sources and solutions to the problem(s).
Eats with utensils; using some eating utensils appropriately.	J. Fine-motor skills K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Pours liquid from a small pitcher to a cup.	J. Fine-motor skills K. Personal care and healthy behavior	29. Filling and emptying: Children fill and empty, put in and take out.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

Completes simple insert puzzles (uses shape sorter box or puts pegs into peg board).	J. Fine-motor skills B. Problem solving with 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. 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).
Imitates hand motions of simple finger plays or songs.	J. Fine-motor skills W. Music and movement	40. Moving to music: Children move to music. 36. Imitating and pretending: Children imitate and pretend.	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.

36 to 60 months	Eats with utensils; scoops, spears, and spreads food.	I. Gross-motor skills; J. Fine-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
	Uses various drawing and art materials (crayons, brushes, finger paints).	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.

Copies shapes and geometric designs.	I. Gross-motor skills; BB. Observing and classifying	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 45. Observing: Children observe the materials and processes in their environment.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control and coordination of body movements.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by making observations and describing what they notice.
Opens and closes blunt scissors with one hand.	I. Gross-motor skills; T. Geometry: Shapes and spatial awareness	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.	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.

Cuts a piece of paper on a straight line and on a curve. Child needs sharp scissors to cut accurately.	Z. Movement; AA. Pretend play	42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.3.1 Expressive Movement: Children create and use movement to express ideas and feelings.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.
Manipulates small objects with ease (strings beads, fits small objects into holes).	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.2 Gross Motor: Children coordinate large-muscle movements when using objects during active play, such as throwing and catching.

Fastens large buttons.	I. Gross-motor skills; M. Listening and comprehension	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 21. Comprehension: Children understand language and other forms of communication.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control and coordination of large-muscle movements.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to communication and information from others and the environment.
Uses large zippers.	I. Gross-motor skills; D. Emotions	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 9. Emotions: Children recognize, label, and regulate their feelings.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.

Uses stapler or paper punch.	I. Gross-motor skills; J. Fine-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
Completes increasingly complex puzzles (single, cut-out figures to 10-piece puzzles).	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.

				Writes some recognizable letters or numbers.	I. Gross-motor skills; BB. Observing and classifying	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 45. Observing: Children observe the materials and processes in their environment.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control and coordination of body movements.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by making observations and describing what they notice.
Goal 19	Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.	Birth to 8 months	Responds by turning toward sound, movement, and touch.	M. Listening and comprehension BB. Observing and classifying	16. Listening and responding: Children listen and respond. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Science – 6.3.1 Children observe properties of materials and objects.	
			Focuses eyes on objects near and far.	BB. Observing and classifying	28. Locating objects: Children explore and notice the location of objects.	Mathematics – Children explore position and spatial relationships.	
			Tracks objects by turning head.	BB. Observing and classifying	28. Locating objects: Children explore and notice the location of objects.	Mathematics – Children explore position and spatial relationships.	

				Explores the environment with mouth and hands.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
				Adjusts to changes without becoming distressed (moving through space, sudden noises, etc.).	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
				Distinguishes and responds to differences in sound and intonation.	M. Listening and comprehension N. Phonological awareness	16. Listening and responding: Children listen and respond. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
	6 to 18 months			Orients to a speaker when addressed by name.	M. Listening and comprehension FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 5. Sense of self: Children express a sense of self.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
				Coordinates eye and hand movements (puts objects into large container).	J. Fine-motor skills	29. Filling and emptying: Children fill and empty, put in and take out.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

Explores and responds to different surface textures.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
Moves body in response to music and sounds.	W. Music and movement I. Gross-motor skills	40. Moving to music: Children move to music. 13. Moving the whole body: Children move the whole body.	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
Explores and responds to a variety of textures, sounds, smells, tastes, and visual input.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
Moves body in rhythm to music and sounds.	W. Music and movement I. Gross-motor skills	40. Moving to music: Children move to music. 13. Moving the whole body: Children move the whole body.	Creative Arts – 9.3.1 Children respond to and participate in music and movement.
Seeks out sensory input by mouthing or touching objects.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.

	May respond with surprise or resistance to moved sensory input.	D. Emotions BB. Observing and classifying	8. Emotions: Children express emotions. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Science – 6.3.1 Children observe properties of materials and objects.
16 to 38 months	Demonstrates awareness of own body in space (walks around table without bumping into it).	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.
	Performs basic creative movements, with adult guidance or alone (dances to music or rhythm).	W. Music and movement I. Gross-motor skills	40. Moving to music: Children move to music. 13. Moving the whole body: Children move the whole body.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

Eats food with a variety of textures, tastes, and temperatures.	K. Personal care and healthy behavior BB. Observing and classifying	3. Self-help: Children do things for themselves. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health – Children participate in personal care routines with increasing independence. Science – 6.3.1 Children observe properties of materials and objects.
Exhibits eye-hand coordination (builds with blocks, completes simple puzzles, or strings large beads).	J. Fine-motor skills B. Problem solving with 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. 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).
Climbs, walks up inclines, slides, swings to integrate sensory input.	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.

	Plays with materials of different textures (sand, water, leaves).	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
36 to 60 months	Coordinates motor activity based on visual input.	I. Gross-motor skills; J. Fine-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
	Holds materials at an appropriate distance.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.

Moves eyes rather than head to track objects.	I. Gross-motor skills; BB. Observing and classifying	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 45. Observing: Children observe the materials and processes in their environment.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control and coordination of body movements.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by making observations and describing what they notice.
Physically reacts appropriately to the environment (bends knees to soften a landing, moves quickly to avoid obstacles).	I. Gross-motor skills; T. Geometry: Shapes and spatial awareness	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.	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.

Demonstrates concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).	Z. Movement; AA. Pretend play	42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.3.1 Expressive Movement: Children create and use movement to express ideas and feelings.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios and represent roles, ideas, and experiences.
Improves eye-hand coordination for precise movement (catches a bounced ball).	I. Gross-motor skills	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.	Physical Development and Health — PDH 3.1.2 Gross Motor: Children coordinate large-muscle movements when using objects during active play, such as throwing and catching.

				Coordinates motor activity based on auditory input (runs to look out the window when hearing a siren).	I. Gross-motor skills; M. Listening and comprehension	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 21. Comprehension: Children understand language and other forms of communication.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control and coordination of large-muscle movements.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to communication and information from others and the environment.
				Demonstrates sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.	I. Gross-motor skills; D. Emotions	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.; 9. Emotions: Children recognize, label, and regulate their feelings.	Physical Development and Health — PDH 3.1.1 Gross Motor: Children demonstrate increasing control, balance, coordination, and strength in large-muscle movements.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.

Physical Development	Goal 20	Children demonstrate the stamina and energy to participate in daily activities.	Birth to 8 months	Shows an increased length of time in an alert state; lifts head and makes facial expressions.	I. Gross-motor skills D. Emotions	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 8. Emotions: Children express emotions.	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.
				Moves from requiring full head and trunk support to supported sitting and rolling.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
				Pushes up on elbows, then straightens elbows while on tummy.	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

6 to 18 months	Walks, runs, climbs, jumps in place, crawls, squats, and rolls throughout the day.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
	Alternates quiet and active movement.	I. Gross-motor skills D. Emotions	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 8. Emotions: Children express emotions.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
	Indicates fatigue or desire for movement by seeking rest or unrestrained movement.	K. Personal care and healthy behavior I. Gross-motor skills	3. Self-help: Children do things for themselves. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

				Initiates and maintains active play and exploring and interacting with the environment.	A. Initiative and planning I. Gross-motor skills	1. Initiative: Children express initiative. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
			16 to 38 months	Participates actively in simple games, and uses simple, active play materials and toys.	I. Gross-motor skills F. Building relationships with other children	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 7. Relationships with peers: Children build relationships with peers.	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.
				Runs spontaneously on sturdy surfaces.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

				Engages in unstructured physical activities (playing on slides, swings, or tricycles; climbing and running games, dancing, and marching).	I. Gross-motor skills W. Music and movement	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 40. Moving to music: Children move to music.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
				Sleeps well; awakening rested and ready for daily activities.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in health and personal care routines with adult support.
		36 to 60 months	Carries light objects, bags, or backpacks for a short distance.				
			Repetitively practices new skills.				
			Engages in sustained unstructured physical activity on a daily basis.				
Goal 21	Children engage in a variety of physical activities.	Birth to 8 months	Reaches for items, and kicks items with intention.	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.	

	Child's body responds as reflexes are stimulated (grasping, rooting, and sucking reflexes).	I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
6 to 18 months	Shows excitement when toys and objects are used in play.	D. Emotions A. Initiative and planning	8. Emotions: Children express emotions. 1. Initiative: Children express initiative.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
	Runs, climbs, jumps in place, crawls, squats, and rolls throughout the day.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

	Participates in simple movement games.	I. Gross-motor skills F. Building relationships with other children	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 7. Relationships with peers: Children build relationships with peers.	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.
	Demonstrates willingness to try new games and toys.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
16 to 38 months	Attempts new activities that require physical movement, with or without adult assistance.	A. Initiative and planning I. Gross-motor skills	1. Initiative: Children express initiative. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

Participates actively in simple games, dance, and movement activities.	I. Gross-motor skills W. Music and movement	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 40. Moving to music: Children move to music.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
Initiates physical activities.	A. Initiative and planning I. Gross-motor skills	1. Initiative: Children express initiative. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

				Develops a sense of games, and starting play in games like “chase,” or being active characters (firefighter or hero figures).	I. Gross-motor skills AA. Pretend play F. Building relationships with other children	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 36. Imitating and pretending: Children imitate and pretend. 7. Relationships with peers: Children build relationships with peers.	Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. 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.
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36 to 60 months	Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement.	K. Personal care and healthy behavior; J. Fine-motor skills; EE. Tools and technology	18. Personal care: Children carry out personal care routines on their own.; 17. Fine motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 52. Tools and technology: Children explore and use tools and technology.	Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
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					Initiates structured and unstructured physical activities throughout the day.	K. Personal care and healthy behavior	18. Personal care: Children carry out personal care routines on their own.; 19. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate healthy practices that support personal wellness and prevent illness.; Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines.
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					Incorporates various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).	K. Personal care and healthy behavior; A. Initiative and planning	18. Personal care: Children carry out personal care routines on their own.; 19. Healthy behavior: Children engage in healthy practices.; 1. Initiative: Children demonstrate initiative as they explore their world.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate healthy practices that support personal wellness.; Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.
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				Participates in cooperative games with peers.	K. Personal care and healthy behavior; J. Fine-motor skills	18. Personal care: Children carry out personal care routines on their own.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
Health and Personal Care	Goal 22	Children practice basic personal care routines.	Birth to 8 months	Indicates needs and wants such as sleep or discomfort from heat or cold.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally.	Physical Development and Health – Children participate in health and personal care routines 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.

				Indicates anticipation of feeding on seeing the breast or bottle.	C. Reflection K. Personal care and healthy behavior	31. Memory: Children remember people and objects. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Physical Development and Health – Children participate in health and personal care routines with adult support.
				Demonstrates increasing ability to self-soothe and fall asleep.	D. Emotions K. Personal care and healthy behavior	8. Emotions: Children express emotions. 3. Self-help: Children do things for themselves.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Physical Development and Health – Children participate in health and personal care routines with adult support.
				Shows feelings of hunger and fullness in feeding routines.	K. Personal care and healthy behavior D. Emotions	3. Self-help: Children do things for themselves. 8. Emotions: Children express emotions.	Physical Development and Health – Children participate in health and personal care routines with adult support.

6 to 18 months	Indicates needs and wants such as hunger or sleep.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally.	Physical Development and Health – Children participate in health and personal care routines 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.
	Assists caregiver with holding bottle; later grasps a cup.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

Begins to finger feed self crackers and other easy-to- dissolve foods.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
May indicate when in need of diaper change.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally.	Physical Development and Health – Children participate in health and personal care routines 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.
May assist adult when undressing, dressing, and diapering.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in personal care routines with increasing independence.

Removes loose clothing (socks, hats, mittens).	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Holds own cup when drinking.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Begins to use a spoon.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

16 to 38 months	Shows through gestures, expressions, body language, or words that child is about to urinate or have a bowel movement.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Physical Development and Health – Children participate in personal care routines with increasing independence. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
	Feeds self with spoon, without assistance.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
	Washes hands, with assistance.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in personal care routines with increasing independence.

Demonstrates interest in changing clothes when wet or muddy.	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 personal care routines with increasing independence. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
Participates in putting on shoes and socks.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Dresses and undresses completely, with assistance.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in personal care routines with increasing independence.

	Uses personal care objects correctly and regularly, sometimes with assistance (drinks from open cup, brushes hair, brushes teeth).	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
	Participates in sleeping routines such as getting and arranging their bedtime comfort items.	K. Personal care and healthy behavior D. Emotions	3. Self-help: Children do things for themselves. 8. Emotions: Children express emotions.	Physical Development and Health – Children participate in health and personal care routines with adult support. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
36 to 60 months	Feeds self with fork and spoon; and spreads with a blunt knife, without assistance.	K. Personal care and healthy behavior	18. Personal care: Children carry out personal care routines on their own.	Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines, including toileting.

Washes hands independently, with frequency.	K. Personal care and healthy behavior	18. Personal care: Children carry out personal care routines on their own.; 19. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate healthy practices that support personal wellness and prevent illness.; Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines.
Gets a drink of water from an appropriate tap, without assistance.	K. Personal care and healthy behavior; E. Building relationships with adults	18. Personal care: Children carry out personal care routines on their own.; 12. Building relationships: Children build relationships with other children and adults.	Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.

Dresses and undresses, with minimal help.	K. Personal care and healthy behavior; L. Speaking	18. Personal care: Children carry out personal care routines on their own.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate knowledge of materials and practices that support health and hygiene.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
Chooses own clothes to wear, when asked.	K. Personal care and healthy behavior	19. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate healthy practices that support personal wellness and prevent illness.

Puts shoes on, without assistance.	K. Personal care and healthy behavior; G. Community	18. Personal care: Children carry out personal care routines on their own.; 19. Healthy behavior: Children engage in healthy practices.; 11. Community: Children participate in the community of the classroom.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate healthy practices that support personal wellness and prevent illness.; Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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Decides, with few prompts, when to carry out self-help tasks (to wash hands when dirty and before meals).	K. Personal care and healthy behavior; L. Speaking; FF. Knowledge of self and others	19. Healthy behavior: Children engage in healthy practices.; 22. Speaking: Children express themselves using language.; 7. Self-identity: Children have a positive self-identity.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate awareness of their bodies and communicate health-related needs.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and needs.
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Chooses to rest, when tired.	K. Personal care and healthy behavior; E. Building relationships with adults; M. Listening and comprehension	19. Healthy behavior: Children engage in healthy practices.; 12. Building relationships: Children build relationships with other children and adults.; 21. Comprehension: Children understand language.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children participate in health practices with adult guidance and support.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
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Participates in helping younger siblings with personal care routines.	K. Personal care and healthy behavior	18. Personal care: Children carry out personal care routines on their own.	Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines, including toileting.
Cares for toileting needs other than wiping.	K. Personal care and healthy behavior	18. Personal care: Children carry out personal care routines on their own.; 19. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate healthy practices that support personal wellness and prevent illness.; Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines.

				Independently completes toileting activities, including wiping and flushing the toilet.	K. Personal care and healthy behavior; E. Building relationships with adults	18. Personal care: Children carry out personal care routines on their own.; 12. Building relationships: Children build relationships with other children and adults.	Physical Development and Health — PDH 3.3.2 Personal Care: Children demonstrate increasing independence in personal care routines.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
Goal 23	Children demonstrate personal health and hygiene skills.	Birth to 8 months	Responds to vocalizations during routines including diaper changing, eating, and dressing.	K. Personal care and healthy behavior M. Listening and comprehension	3. Self-help: Children do things for themselves. 16. Listening and responding: Children listen and respond.	Physical Development and Health – Children participate in health and personal care routines with adult support. Language and Literacy – 4.1.2 Children understand and respond to questions from others.	

				Indicates needs and wants such as hunger, fatigue, a soiled diaper, or discomfort.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally.	Physical Development and Health – Children participate in health and personal care routines 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.
				Relaxes during bathing routines.	K. Personal care and healthy behavior D. Emotions	3. Self-help: Children do things for themselves. 8. Emotions: Children express emotions.	Physical Development and Health – Children participate in health and personal care routines with adult support. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

6 to 18 months	Indicates needs and wants such as hunger, fatigue, a soiled diaper, or discomfort.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally.	Physical Development and Health – Children participate in health and personal care routines 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.
	Displays an awareness of hand washing routine and allows hands to be washed.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in health and personal care routines with adult support.
	Enjoys bath time.	K. Personal care and healthy behavior D. Emotions	3. Self-help: Children do things for themselves. 8. Emotions: Children express emotions.	Physical Development and Health – Children participate in health and personal care routines with adult support.

Vocalizes needs and wants such as hunger, fatigue, a soiled diaper, or discomfort.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 19. Speaking: Children speak.	Physical Development and Health – Children participate in health and personal care routines 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.
Participates in hand washing routine.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in personal care routines with increasing independence.
Begins to brush gums and teeth, with assistance.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

	Participates in bath time routines.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in personal care routines with increasing independence.
16 to 38 months	Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper, when prompted.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Physical Development and Health – Children participate in personal care routines with increasing independence. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
	Shows interest in toilet training and begins to use toilet regularly by 36 months, with assistance.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in personal care routines with increasing independence.
	Participates in bathroom routines.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in personal care routines with increasing independence.

Washes and dries hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose).	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in personal care routines with increasing independence.
Uses tissue to wipe nose, with assistance.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

				Communicates with caregiver when they are not feeling well.	K. Personal care and healthy behavior L. Speaking E. Building relationships with adults	3. Self-help: Children do things for themselves. 19. Speaking: Children speak. 6. Relationships with adults: Children build relationships with other adults.	Physical Development and Health – Children participate in health and personal care routines 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. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
				Cooperates and assists with tooth brushing.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
36 to 60 months	Takes care of own toileting needs.						

				Washes and dries hands before eating and after toileting, without assistance. Cooperates and assists caregiver with tooth brushing. Identifies health products (shampoo, toothpaste, soap). Covers mouth and nose when coughing and sneezing with elbow or tissue. Uses tissue to wipe own nose and throws tissue in wastebasket. Recognizes and communicates when experiencing symptoms of illness. Cooperates and participates in care for acute and chronic illness (takes medicine, with assistance).			
Nutrition and Feeding	Goal 24	Children eat a variety of nutritious foods.	Birth to 8 months	Breastfeeds, if appropriate for family preferences and circumstances.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in health and personal care routines with adult support.

Regulates the speed and intensity with which they eat.	K. Personal care and healthy behavior D. Emotions	3. Self-help: Children do things for themselves. 8. Emotions: Children express emotions.	Physical Development and Health – Children participate in health and personal care routines with adult support. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Uses facial expressions and body movements to indicate feelings of hunger and fullness.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally.	Physical Development and Health – Children participate in health and personal care routines 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.

	May experiment with tastes of pureed foods beginning at 6 months, with approval of the physician.	K. Personal care and healthy behavior BB. Observing and classifying	3. Self-help: Children do things for themselves. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health – Children participate in health and personal care routines with adult support. Science – 6.3.1 Children observe properties of materials and objects.
	Explores food with fingers.	K. Personal care and healthy behavior J. Fine-motor skills BB. Observing and classifying	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health – Children participate in personal care routines with increasing independence. 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.
6 to 18 months	Consumes a variety of foods.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in health and personal care routines with adult support.

Explores food with fingers.	K. Personal care and healthy behavior J. Fine-motor skills BB. Observing and classifying	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Physical Development and Health – Children participate in personal care routines with increasing independence. 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.
Regulates the speed and intensity with which they eat	K. Personal care and healthy behavior D. Emotions	3. Self-help: Children do things for themselves. 8. Emotions: Children express emotions.	Physical Development and Health – Children participate in health and personal care routines with adult support. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

Uses facial expressions and body movements to indicate feelings of hunger and fullness.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally.	Physical Development and Health – Children participate in health and personal care routines 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.
Shows personal preferences.	A. Initiative and planning FF. Knowledge of self and others	1. Initiative: Children express initiative. 5. Sense of self: Children express a sense of self.	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.

	Begins to use fork and spoon, although not always with accuracy.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
	Increases food vocabulary.	L. Speaking	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.
16 to 38 months	Expands recognition and eats a variety of foods.	K. Personal care and healthy behavior BB. Observing and classifying	3. Self-help: Children do things for themselves. 33. Same and different: Children notice sameness and difference.	Physical Development and Health – Children participate in personal care routines with increasing independence.

Distinguishes between food and non-food items.	BB. Observing and classifying K. Personal care and healthy behavior	33. Same and different: Children notice sameness and difference. 3. Self-help: Children do things for themselves.	Science – 6.3.1 Children observe properties of materials and objects. Physical Development and Health – Children participate in health and personal care routines with adult support.
Makes personal food choices among options.	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative: Children express initiative. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – Children participate in personal care routines with increasing independence.

Explores new foods when offered.	A. Initiative and planning BB. Observing and classifying	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Science – 6.3.1 Children observe properties of materials and objects.
Talks about being hungry or full.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 19. Speaking: Children speak.	Physical Development and Health – Children participate in personal care routines with increasing independence. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Uses cup to drink beverages.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Begins using serving utensils.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

				Begins to pass and receive food in serving containers.	K. Personal care and healthy behavior J. Fine-motor skills F. Building relationships with other children	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 7. Relationships with peers: Children build relationships with peers.	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
				Uses fork and spoon, with limited accuracy, but continues to use fingers often.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

36 to 60 months	Accepts a greater variety of foods, displays greater acceptance of textures and flavors.	K. Personal care and healthy behavior; D. Emotions	19. Healthy behavior: Children engage in healthy practices.; 9. Emotions: Children recognize, label, and regulate their feelings.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate increasing awareness of healthy foods and practices that support wellness.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.
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				Expresses food preferences using increasingly descriptive vocabulary.	L. Speaking; K. Personal care and healthy behavior	23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.; 19. Healthy behavior: Children engage in healthy practices.	Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate increasing awareness of healthy foods and practices that support wellness.
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Uses spoon and fork, but continues to use fingers for efficiency.	J. Fine-motor skills; K. Personal care and healthy behavior	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 19. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate increasing independence in routines that support health and well-being.
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Begins to have accuracy with a knife for spreading soft foods such as butter or jelly.	J. Fine-motor skills; EE. Tools and technology; K. Personal care and healthy behavior	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 52. Tools and technology: Children explore and use tools and technology.; 19. Healthy behavior: Children engage in healthy practices.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.; Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate increasing independence in routines that support health and well-being.
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Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals.	G. Community; K. Personal care and healthy behavior	11. Community: Children participate in the community of the classroom.; 19. Healthy behavior: Children engage in healthy practices.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate increasing independence in routines that support health and well-being.
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					Uses serving utensils to self-serve food, with increasing accuracy.	J. Fine-motor skills; K. Personal care and healthy behavior; EE. Tools and technology	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 19. Healthy behavior: Children engage in healthy practices.; 52. Tools and technology: Children explore and use tools and technology.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.; Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate increasing independence in routines that support health and well-being.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
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					Passes food at the table and takes appropriate-sized portions, or participates in other culturally- specific family serving styles.	G. Community; K. Personal care and healthy behavior; FF. Knowledge of self and others	11. Community: Children participate in the community of the classroom.; 19. Healthy behavior: Children engage in healthy practices.; 7. Self-identity: Children have a positive self-identity.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate increasing independence in routines that support health and well-being.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
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					Expresses hunger and fullness using words such as “I’m hungry” or “My tummy is full.”	K. Personal care and healthy behavior; L. Speaking; FF. Knowledge of self and others	19. Healthy behavior: Children engage in healthy practices.; 22. Speaking: Children express themselves using language.; 7. Self-identity: Children have a positive self-identity.	Physical Development and Health — PDH 3.3.1 Health & Wellness: Children demonstrate awareness of body signals related to health and well-being.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and needs.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves and their internal states.
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				Begins to identify sources of food.	BB. Observing and classifying; D. Use of resources	45. Observing: Children observe the materials and processes in their environment.; 46. Classifying: Children classify materials, actions, people, and events.; 5. Use of resources: Children gather information and formulate ideas about their world.	Science — S 6.2.1 Life Science: Children demonstrate an emerging understanding of living things and their needs.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by making observations, gathering information, and describing what they notice.
Safety	Goal 25	Children demonstrate knowledge about and avoid harmful objects and situations.	Birth to 8 months	Shows recognition of the differences between primary caregivers and strangers.	E. Building relationships with adults FF. Knowledge of self and others	5. Attachment: Children form an attachment to a primary caregiver. 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.
				Demonstrates anxiety or exhibits disengagement cues when the child has undergone prolonged, painful, or stressful situations (medical procedures, chaotic environments).	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

				Shows anxiety of the difference between primary caregivers and strangers.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 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.
	6 to 18 months	Begins to respond to cues from caregivers about warnings of danger.	E. Building relationships with adults M. Listening and comprehension		6. Relationships with adults: Children build relationships with other adults. 16. Listening and responding: Children listen and respond.		Physical Development and Health – Children participate in basic safety practices with adult support. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
		Begins to react when caregiver says, “no,” but may need assistance to stop unsafe behavior.	D. Emotions M. Listening and comprehension		8. Emotions: Children express emotions. 16. Listening and responding: Children listen and respond.		Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Physical Development and Health – Children participate in basic safety practices with adult support.

	Respond to cues from caregivers about warnings of danger.	E. Building relationships with adults M. Listening and comprehension	6. Relationships with adults: Children build relationships with other adults. 16. Listening and responding: Children listen and respond.	Physical Development and Health – Children participate in basic safety practices with adult support. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
	Reacts when caregiver says, “no,” but may need assistance to stop unsafe behavior.	D. Emotions M. Listening and comprehension	8. Emotions: Children express emotions. 16. Listening and responding: Children listen and respond.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Physical Development and Health – Children participate in basic safety practices with adult support.
16 to 38 months	Begins to avoid dangers (blowing on hot food, hot stoves, sharp knives), but cannot be relied on to keep self safe.	K. Personal care and healthy behavior C. Reflection	3. Self-help: Children do things for themselves. 31. Memory: Children remember people and objects.	Physical Development and Health – Children participate in basic safety practices with adult support. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

				Knows to hold caregiver's hand when walking in public places.	K. Personal care and healthy behavior E. Building relationships with adults	3. Self-help: Children do things for themselves. 6. Relationships with adults: Children build relationships with other adults.	Physical Development and Health – Children participate in basic safety practices with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
				Communicates to adult when someone hurts or makes them feel bad.	L. Speaking E. Building relationships with adults D. Emotions	19. Speaking: Children speak. 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.

36 to 60 months	Communicates to peers and adults when seeing dangerous behaviors (throwing rocks on the playground).	G. Community; L. Speaking; E. Building relationships with adults	11. Community: Children participate in the community of the classroom.; 22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Physical Development and Health — PDH 3.4.1 Safety: Children identify unsafe situations and communicate concerns to trusted adults.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Carries scissors and pencils with points down to avoid accidents.	EE. Tools and technology; G. Community	52. Tools and technology: Children explore and use tools and technology.; 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.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
Looks both ways before crossing street or road, and knows to cross with adult assistance.	G. Community; E. Building relationships with adults; M. Listening and comprehension	11. Community: Children participate in the community of the classroom.; 12. Building relationships: Children build relationships with other children and adults.; 21. Comprehension: Children understand language.	Physical Development and Health — PDH 3.4.1 Safety: Children demonstrate awareness of safety rules and practices and seek adult support when needed.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

Recognizes danger and poison symbols and avoids those objects or areas.	Q. Book appreciation and knowledge; P. Reading; G. Community	27. Concepts about print: Children demonstrate knowledge about environmental print.; 26. Reading: Children read for pleasure and information.; 11. Community: Children participate in the community of the classroom.	Physical Development and Health — PDH 3.4.1 Safety: Children recognize common safety signs and symbols and avoid hazardous materials or areas.; Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.
Does not touch or take medicine, without adult assistance; but knows that medicine can improve health, when used properly.	G. Community; M. Listening and comprehension	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 awareness of safety rules related to medicines and other potentially harmful substances.; Physical Development and Health — PDH 3.3.1 Health: Children demonstrate emerging knowledge of practices that support health and well-being.

Understands the difference between safe touch and unsafe touch.	D. Emotions; FF. Knowledge of self and others; M. Listening and comprehension	9. Emotions: Children recognize, label, and regulate their feelings.; 7. Self-identity: Children have a positive self-identity.; 21. Comprehension: Children understand language.	Physical Development and Health — PDH 3.4.1 Safety: Children demonstrate awareness of personal safety and identify situations in which they should seek help from a trusted adult.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, their bodies, and their feelings.
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				Identifies appropriate clothing and sunscreen for various weather conditions.	G. Community; D. Use of resources; M. Listening and comprehension	11. Community: Children participate in the community of the classroom.; 5. Use of resources: Children gather information and formulate ideas about their world.; 21. Comprehension: Children understand language.	Physical Development and Health — PDH 3.3.1 Health: Children demonstrate emerging knowledge of practices that support health and well-being.; Physical Development and Health — PDH 3.4.1 Safety: Children demonstrate awareness of safety practices appropriate to different environments and conditions.
				Recognizes safety issues with guns, fire, water, and strangers.	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.	Physical Development and Health — PDH 3.4.1 Safety: Children recognize potentially dangerous situations and identify trusted adults who can help keep them safe.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

Goal 26	Children demonstrate awareness and understanding of safety rules.	Birth to 8 months	—			
		6 to 18 months	Reacts and responds to caregiver's words or actions; can be distracted from unsafe behavior with words, physical prompts, or signal from adult, but requires constant supervision and guidance (stops unsafe activity when told to "stop").	D. Emotions E. Building relationships with adults M. Listening and comprehension	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults. 16. Listening and responding: Children listen and respond.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Physical Development and Health – Children participate in basic safety practices with adult support. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
			Follows some consistently set rules and routines.	G. Community D. Emotions	11. Group participation: Children participate in group routines. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

				Watches familiar adult for appropriate reaction.	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.
			16 to 38 months	Displays recognition of the rules, though may not always follow them.	G. Community D. Emotions	11. Group participation: Children participate in group routines. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
				Anticipates consequences for not following rules.	C. Reflection G. Community	31. Memory: Children remember people and objects. 11. Group participation: Children participate in group routines.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

				Pays attention to safety instructions, with assistance (cooperates when told, "I need to hold your hand when we cross the street.").	K. Personal care and healthy behavior M. Listening and comprehension E. Building relationships with adults	3. Self-help: Children do things for themselves. 16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other adults.	Physical Development and Health – Children participate in basic safety practices with adult support. 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.
				Verbally offers simple rules (hot, no-no, no running inside).	L. Speaking G. Community	19. Speaking: Children speak. 11. Group participation: Children participate in group routines.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Physical Development and Health – Children participate in basic safety practices with adult support.

				36 to 60 months Understands and anticipates the consequences of not following rules.	G. Community; C. Reflection; D. Emotions	11. Community: Children participate in the community of the classroom.; 6. Reflection: Children reflect on their experiences.; 9. Emotions: Children recognize, label, and regulate their feelings.	Physical Development and Health — PDH 3.4.1 Safety: Children demonstrate awareness of safety rules and practices.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
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Identifies safety signs posted indoors and outdoors.	Q. Book appreciation and knowledge; P. Reading; G. Community	27. Concepts about print: Children demonstrate knowledge about environmental print.; 26. Reading: Children read for pleasure and information.; 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.; Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.
Follows emergency drill instructions (fire, earthquake, bomb, lockdown).	M. Listening and comprehension; G. Community	21. Comprehension: Children understand language.; 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.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

Follows basic safety rules, with assistance (bus, bicycle, boat, plane, playground, crossing the street, stranger awareness, using sidewalk).	G. Community; M. Listening and comprehension	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 awareness of safety rules and practices.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Initiates getting buckled into age- and weight-appropriate car safety seats in vehicles.	A. Initiative and planning; G. Community	1. Initiative: Children demonstrate initiative as they explore their world.; 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.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.

				Puts on or asks for helmet before riding a bicycle or other wheeled toy.	A. Initiative and planning; G. Community; L. Speaking	1. Initiative: Children demonstrate initiative as they explore their world.; 11. Community: Children participate in the community of the classroom.; 22. Speaking: Children express themselves using language.	Physical Development and Health — PDH 3.4.1 Safety: Children demonstrate awareness of safety rules and practices.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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					Shows an interest in participating in setting rules for indoor and outdoor play in a classroom setting.	G. Community; A. Initiative and planning; L. Speaking	11. Community: Children participate in the community of the classroom.; 1. Initiative: Children demonstrate initiative as they explore their world.; 22. Speaking: Children express themselves using language.	Physical Development and Health — PDH 3.4.1 Safety: Children demonstrate awareness of safety rules and practices.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.
Domain 3: Social and Emotional Development	Social Development	Goal 27	Children trust, interact with, and seek assistance from adults.	Birth to 8 months	Responds to the caregiver's attempts to interact.	E. Building relationships with adults	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.

Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or the need for comfort.	E. Building relationships with adults L. Speaking D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 17. Nonverbal communication: Children communicate nonverbally. 8. Emotions: Children express emotions.	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.
Turns toward sight, sound, and smell of mother as opposed to an unfamiliar adult.	E. Building relationships with adults BB. Observing and classifying	5. Attachment: Children form an attachment to a primary caregiver. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Shows preference for primary caregivers.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Establishes an attachment with the primary caregiver and other consistent adults in the child's life.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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.
Is quieted by or seeks comfort by an attachment figure when crying.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	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.
Lifts arms to be picked up by an adult.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 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.

Establishes and maintains interactions with caregivers.	E. Building relationships with adults	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.
Shows preference for familiar adults through smiling and gestures.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Gestures and babbles back and forth with caregiver.	E. Building relationships with adults L. Speaking	18. Two-way communication: Children participate in two-way communication. 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.

Uses body movements to initiate social interactions (pats adult's face).	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Looks for caregivers' response in uncertain situations.	E. Building relationships with adults D. Emotions	6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Follows caregiver's gaze to look at toy.	E. Building relationships with adults BB. Observing and classifying	6. Relationships with adults: Children build relationships with other adults. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

					Gives cues to initiate and maintain interaction with the caregiver by the end of the period.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			6 to 18 months		Gives cues to initiate and maintain interaction with the caregiver.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 17. Nonverbal communication: Children communicate nonverbally.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
					Explores environment, with support.	A. Initiative and planning E. Building relationships with adults	1. Initiative: Children express initiative. 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 – 2.2.1 Children show interest in and interact with children and adults.

Enjoys solitary play (playing alone with books or toys for a few minutes).	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
Distinguishes between familiar and unfamiliar adults.	E. Building relationships with adults FF. Knowledge of self and others	6. Relationships with adults: Children build relationships with other adults. 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.
Seeks support and security with familiar adults.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	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.

May exhibit separation reaction by crying when caregiver is not in sight or clinging to caregiver in the presence of strangers (separation anxiety increases over time and then diminishes).	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Cries out or follows caregiver when he/she leaves the room.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
May seek comfort from a favorite blanket or toy especially when a favored caregiver is absent.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Turns excitedly and lifts arms to a favored adult on reunion after an absence.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Calms quickly after primary caregiver returns.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
May display anxiety when an unfamiliar adult gets too close.	E. Building relationships with adults D. Emotions	6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Reconnects with the caregiver by making eye contact with him/her from time to time.	E. Building relationships with adults	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.
Plays confidently when caregiver is in the room, but runs or crawls to him/her when frightened.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

				Seeks assistance and attention from caregiver using verbal cues, words, sounds, or body movements.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	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.
				Shows awareness of feelings displayed by others by matching the facial expressions and smiling responsively.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			16 to 38 months	Calls to caregiver from across the room to make sure he/she is paying attention.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 19. Speaking: Children speak.	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.

Feels comfortable when playing away from primary caregiver, but cries out or seeks familiar adult when they fall down.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Talks about transitions (e.g., “Mama goes to work.” “It’s time for snack time, right?”).	L. Speaking C. Reflection G. Community	19. Speaking: Children speak. 31. Memory: Children remember people and objects. 11. Group participation: Children participate in group routines.	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 – 1.2.2 Children remember and use information in new situations.
Shows skillful ways to keep parent/caregiver with them (gestures for one more hug when parent is leaving for work, or asks parent to help with one more task).	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Tests own abilities and the boundaries with familiar adults. Resists transitions or finds ways to change transitions (bring grandma's favorite book to her to see if she will read it again after she says, "We are all done reading, and it is time for a nap.").	A. Initiative and planning E. Building relationships with adults G. Community	1. Initiative: Children express initiative. 6. Relationships with adults: Children build relationships with other adults. 11. Group participation: Children participate in group routines.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Imitates adult activities (pretends to cook or read next to an adult who is reading).	AA. Pretend play E. Building relationships with adults	36. Imitating and pretending: Children imitate and pretend. 6. Relationships with adults: Children build relationships with other adults.	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.
Initiates interactions and plays with adults.	E. Building relationships with adults A. Initiative and planning	6. Relationships with adults: Children build relationships with other adults. 1. Initiative: Children express initiative.	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.

Responds appropriately to adults' verbal greetings.	E. Building relationships with adults M. Listening and comprehension L. Speaking	6. Relationships with adults: Children build relationships with other adults. 16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Seeks adult assistance with challenges.	B. Problem solving with materials E. Building relationships with adults	2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationships with adults: Children build relationships with other 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). Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Will play longer independently with toys or outside.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
May insist on dressing, eating or fixing a toy without help; even if the child struggles.	A. Initiative and planning K. Personal care and healthy behavior B. Problem solving with materials	1. Initiative: Children express initiative. 3. Self-help: Children do things for themselves. 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. 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).

				Checks periodically with caregiver for help or reassurance when playing by self or with peers.	E. Building relationships with adults D. Emotions	6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
				Knows some rules and limits, but will test them.	G. Community D. Emotions	11. Group participation: Children participate in group routines. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
				Starts activity after a caregiver	A. Initiative and planning E. Building relationships with adults	1. Initiative: Children express initiative. 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 – 2.2.1 Children show interest in and interact with children and adults.

36 to 60 months	In familiar settings, separates, with assistance from significant adults, without undue anxiety (younger child may need extra help).	E. Building relationships with adults; D. Emotions	12. Building relationships: Children build relationships with other children and adults.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.
	Expresses affection for significant adults.	E. Building relationships with adults; D. Emotions	12. Building relationships: Children build relationships with other children and adults.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.

				Approaches adults for assistance and offers to assist adults.	E. Building relationships with adults; D. Use of resources; G. Community	12. Building relationships: Children build relationships with other children and adults.; 5. Use of resources: Children gather information and formulate ideas about their world.; 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 both children and adults.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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Carries out actions to please adults, at times.	E. Building relationships with adults; G. Community	12. Building relationships: Children build relationships with other children and adults.; 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 both children and adults.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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				Tells feelings about adults (e.g., “I love Grandpa!”).	D. Emotions; L. Speaking; 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 name emotions and identify how others make them feel.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Plays independently, but seeks comfort from familiar adults when distressed.	A. Initiative and planning; E. Building relationships with adults; D. Emotions	1. Initiative: Children demonstrate initiative as they explore their world.; 12. Building relationships: Children build relationships with other children and adults.; 9. Emotions: Children recognize, label, and regulate their feelings.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.
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Asks questions of adults, as needed, to obtain information.	D. Use of resources; L. Speaking; 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.; 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.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Follows caregiver's guidance for appropriate behavior in different environments.	E. Building relationships with adults; G. Community; D. Emotions	12. Building relationships: Children build relationships with other children and adults.; 11. Community: Children participate in the community of the classroom.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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Identifies known safety roles and distinguishes between trusted and unknown adults (police officers, fire fighters).	G. Community; FF. Knowledge of self and others; E. Building relationships with adults	11. Community: Children participate in the community of the classroom.; 7. Self-identity: Children have a positive self-identity.; 12. Building relationships: Children build relationships with other children and adults.	Physical Development and Health — PDH 3.4.1 Safety: Children demonstrate awareness of safety rules and identify trusted adults who can help keep them safe.; Social Studies — SS 8.2.1 Community Membership: Children identify people and roles within their community.
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Brings simple problem situations to adult's attention.	B. Problem solving with materials; E. Building relationships with adults; L. Speaking	4. Problem solving: Children solve problems encountered in play.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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					Works independently and asks for help only when necessary.	A. Initiative and planning; C. Engagement; D. Use of resources	1. Initiative: Children demonstrate initiative as they explore their world.; 3. Engagement: Children focus on activities that interest them.; 5. Use of resources: Children gather information and formulate ideas about their world.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children adapt strategies and seek support when needed.
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				Works cooperatively with an adult to plan and organize activities and solve problems.	A. Initiative and planning; B. Problem solving with materials; E. Building relationships with adults	2. Planning: Children make plans and follow through on their intentions.; 4. Problem solving: Children solve problems encountered in play.; 12. Building relationships: Children build relationships with other children and adults.	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.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Goal 28	Children develop friendships with peers.	Birth to 8 months	Initially responds and prefers caregiver's face and voice.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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.
			Gazes and smiles spontaneously at other children.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			Shows enjoyment in interactions with other children by kicking and reaching, and using gestures, facial expressions, and vocalizations.	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 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.

Responds verbally when interacting with peers (laughing or babbling).	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 18. Two-way communication: Children participate in two-way communication.	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.
Shows interest in other children and visually tracks their actions.	F. Building relationships with other children BB. Observing and classifying	7. Relationships with peers: Children build relationships with peers. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Observes other children and imitates their sounds, actions, and motions.	F. Building relationships with other children AA. Pretend play	7. Relationships with peers: Children build relationships with peers. 36. Imitating and pretending: Children imitate and pretend.	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.

	Becomes sad or cries when other children are crying.	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.
	Begins to show awareness of feelings displayed by others by matching facial expressions and smiling responsively.	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.
6 to 18 months	Initially engages in self play.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
	Reaches out to and engages momentarily with other children.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
	Pats/touches child nearby.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Pokes or reaches at other children to explore.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Pushes toys toward another child.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Hands toys to other children.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Takes objects from other children.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.
Observes other children and mimics their behavior (sees another child banging a toy and they begin to bang their toy).	F. Building relationships with other children AA. Pretend play	7. Relationships with peers: Children build relationships with peers. 36. Imitating and pretending: Children imitate and pretend.	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.

	Babble, make sounds toward, and respond to other babies and older children (talking, smiling, babbling).	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 18. Two-way communication: Children participate in two-way communication.	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.
	Shows interest when other children are crying, and tries to help (brings child a toy) or begins to cry.	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.
	Engages in parallel play or briefly plays beside other children.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
16 to 38 months	Plays side-by-side with another child.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Observes and imitates another child's behavior or activity.	F. Building relationships with other children AA. Pretend play	7. Relationships with peers: Children build relationships with peers. 36. Imitating and pretending: Children imitate and pretend.	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.
Initiates social interaction with peers (brings toys to child, moves close to child, or takes a child's toy).	F. Building relationships with other children A. Initiative and planning	7. Relationships with peers: Children build relationships with peers. 1. Initiative: Children express initiative.	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.
Shows enthusiasm about the company of other children.	F. Building relationships with other children D. Emotions	7. Relationships with peers: Children build relationships with peers. 8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Spontaneously shows preference for familiar playmates.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Responds verbally when interacting with peers (talking or signing).	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak.	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.
Will ask about other children (e.g., “Where’s Rafael?”).	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 19. Speaking: Children speak.	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.
Begins to understand how to take turns during play with peers, with considerable assistance.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.

				Gives up and keeps objects during playful interactions with peers, with assistance.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.
				Mimics other children's behaviors or movements.	F. Building relationships with other children AA. Pretend play	7. Relationships with peers: Children build relationships with peers. 36. Imitating and pretending: Children imitate and pretend.	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.
				Engages in brief social games (rolling the ball, Ring Around the Rosy).	F. Building relationships with other children I. Gross-motor skills	7. Relationships with peers: Children build relationships with peers. 13. Moving the whole body: Children move the whole body.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

36 to 60 months	Plays beside and interacts with peers.	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
	Sometimes share toys with other children as they play.	F. Building relationships with other children; H. Conflict resolution	12. Building relationships: Children build relationships with other children and adults.; 15. Conflict resolution: Children resolve social conflicts.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.

					Shows enjoyment in playing with other children.	F. Building relationships with other children; D. Emotions	12. Building relationships: Children build relationships with other children and adults.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
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Engages with other children in play involving a common idea (dramatic play, block building).	F. Building relationships with other children; AA. Pretend play; G. Community	12. Building relationships: Children build relationships with other children and adults.; 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 both children and adults.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
Begins to show preference for particular playmate.	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.

Tries a variety of strategies to engage a peer.	F. Building relationships with other children; A. Initiative and planning; B. Problem solving with materials	12. Building relationships: Children build relationships with other children and adults.; 1. Initiative: Children demonstrate initiative as they explore their world.; 4. Problem solving: Children solve problems encountered in play.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions.
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Separates willingly from adults to play with friends.	F. Building relationships with other children; E. Building relationships with adults; FF. Knowledge of self and others	12. Building relationships: Children build relationships with other children and adults.; 7. Self-identity: Children have a positive self-identity.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, their abilities, and their feelings.
Has at least one other friend.	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.

Initiates conversations with other children; asks questions and responds.	L. Speaking; M. Listening and comprehension; 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 — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; 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 both children and adults.
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Makes decisions with other children, with adult prompts as needed (making rules).	G. Community; F. Building relationships with other children; A. Initiative and planning	11. Community: Children participate in the community of the classroom.; 12. Building relationships: Children build relationships with other children and adults.; 2. Planning: Children make plans and follow through on their intentions.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; 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.
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				Can wait briefly for a turn when playing with other children.	F. Building relationships with other children; D. Emotions; G. Community	12. Building relationships: Children build relationships with other children and adults.; 9. Emotions: Children recognize, label, and regulate their feelings.; 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 both children and adults.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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					Leads or participates in planning cooperative play with others.	A. Initiative and planning; F. Building relationships with other children; G. Community	2. Planning: Children make plans and follow through on their intentions.; 12. Building relationships: Children build relationships with other children and adults.; 11. Community: Children participate in the community of the classroom.	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.; 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.
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				Uses play as a vehicle to build relationships and develops an appreciation for their own ability and accomplishments.	F. Building relationships with other children; FF. Knowledge of self and others; C. Engagement	12. Building relationships: Children build relationships with other children and adults.; 7. Self-identity: Children have a positive self-identity.; 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.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, their abilities, and their feelings.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.
Goal 29	Children demonstrate positive negotiation skills.	Birth to 8 months	Communicates needs through crying, vocalizations, and movements.	L. Speaking D. Emotions	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 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.	

Uses voice to interact with caregiver in a conversational way (e.g. baby says, “ooh” and caregiver says, “ooh”).	L. Speaking E. Building relationships with adults	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.
Reaches out to touch adults, other children, or others’ toys.	E. Building relationships with adults F. Building relationships with other children	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.

Expresses self through differing vocalizations (differentiated cry, hunger, pleasure, protest).	L. Speaking D. Emotions	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 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 – 2.1.1 Children demonstrate awareness of self as a unique individual.
Mimics facial expressions and simple movements.	AA. Pretend play E. Building relationships with adults	36. Imitating and pretending: Children imitate and pretend. 6. Relationships with adults: Children build relationships with other adults.	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.
Gives eye contact and follows movement in the room.	E. Building relationships with adults BB. Observing and classifying	6. Relationships with adults: Children build relationships with other adults. 28. Locating objects: Children explore and notice the location of objects.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

				Gives or takes toys from a familiar adult.	E. Building relationships with adults	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.
				Gives cues to initiate interaction with caregiver, by the end of the period.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 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.
			6 to 18 months	Uses others' facial expressions, gestures, or voices to guide behavior.	E. Building relationships with adults D. Emotions M. Listening and comprehension	6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions. 16. Listening and responding: Children listen and respond.	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.

Uses repeated actions to let others know what is wanted, or to have fun.	L. Speaking CC. Experimenting, predicting, and drawing conclusions	17. Nonverbal communication: Children communicate nonverbally. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Science – 6.3.2 Children notice how objects move and change.
Accepts adult intervention to settle disputes over toys.	F. Building relationships with other children E. Building relationships with adults	7. Relationships with peers: Children build relationships with peers. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.
Takes or leads others toward desired toy or activity to play (takes caregiver's hand and leads them to a toy).	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.	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.

Initiates an interaction by pointing.	L. Speaking E. Building relationships with adults	17. Nonverbal communication: Children communicate nonverbally. 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.
Gives and takes toys from other children or adults.	F. Building relationships with other children E. Building relationships with adults	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.

Asks for help through sign language, crying, or simple speech.	L. Speaking E. Building relationships with adults	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 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.
Calls out to caregiver from across the room.	L. Speaking E. Building relationships with adults	19. Speaking: Children speak. 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.
Looks over at caregiver to check- in.	E. Building relationships with adults	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.

					Shares food with significant caregiver.	E. Building relationships with adults K. Personal care and healthy behavior	6. Relationships with adults: Children build relationships with other adults. 3. Self-help: Children do things for themselves.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
					Engages in a series of actions with caregiver and peers by the end of the period.	E. Building relationships with adults F. Building relationships with other children	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.
				16 to 38 months	Brings toys or objects to others as a gesture of play.	F. Building relationships with other children E. Building relationships with adults	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.
					Spontaneously gives hugs to others.	F. Building relationships with other children E. Building relationships with adults	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.

Follows a brief social game (rolling the ball, chasing, Ring Around the Rosie).	F. Building relationships with other children G. Community	7. Relationships with peers: Children build relationships with peers. 11. Group participation: Children participate in group routines.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
May push, hit, or bite when another child takes a toy.	F. Building relationships with other children D. Emotions	7. Relationships with peers: Children build relationships with peers. 8. Emotions: Children express emotions.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Uses adult help to take turns, including giving up and keeping toys and other objects.	F. Building relationships with other children E. Building relationships with adults	7. Relationships with peers: Children build relationships with peers. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.

Follows simple directions and will sometimes test limits.	M. Listening and comprehension G. Community	16. Listening and responding: Children listen and respond. 11. Group participation: Children participate in group routines.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Asserts ownership by saying “mine.”	FF. Knowledge of self and others L. Speaking	5. Sense of self: Children express a sense of self. 19. Speaking: Children speak.	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.

				Communicates with other children to settle arguments, with assistance.	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak.	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.
				Indicates preferences and intentions by communicating yes/no questions (e.g., “Are you done with that?” “Are you still using it?” “Can Javier use it now?” “Do you want to keep it?”).	L. Speaking F. Building relationships with other children A. Initiative and planning	18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 7. Relationships with peers: Children build relationships with peers. 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. Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.

36 to 60 months	Understands the concept of “mine” and “his/hers.”	FF. Knowledge of self and others; F. Building relationships with other children	7. Self-identity: Children have a positive self-identity.; 12. Building relationships: Children build relationships with other children and adults.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
	Approaches other children positively.	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.

Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult).	B. Problem solving with materials; H. Conflict resolution	4. Problem solving: Children solve problems encountered in play.; 15. Conflict resolution: Children resolve social conflicts.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.
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					Uses different turn-taking strategies (bartering, trading, and beginning to share).	F. Building relationships with other children; H. Conflict resolution	12. Building relationships: Children build relationships with other children and adults.; 15. Conflict resolution: Children resolve social conflicts.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.
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					Without using physical aggression, negotiates with other children to solve a problem, with some adult assistance.	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 use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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States a position with reasons (I do not want to play right now because I am tired.).	L. Speaking; D. Emotions; FF. Knowledge of self and others	22. Speaking: Children express themselves using language.; 9. Emotions: Children recognize, label, and regulate their feelings.; 7. Self-identity: Children have a positive self-identity.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
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					Seeks out adult when needing help to solve a conflict	H. Conflict resolution; E. Building relationships with adults; D. Use of resources	15. Conflict resolution: Children resolve social conflicts.; 12. Building relationships: Children build relationships with other children and adults.; 5. Use of resources: Children gather information and formulate ideas about their world.	Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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				Considers the need or interest of another child and accepts or suggests mutually acceptable solutions.	H. Conflict resolution; F. Building relationships with other children; D. Emotions	15. Conflict resolution: Children resolve social conflicts.; 12. Building relationships: Children build relationships with other children and adults.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
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Goal 30	Children demonstrate awareness of behavior and its effects on others.	Birth to 8 months	Repeats actions many times to cause a desired effect (smiles because it makes caregivers smile and laugh).	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.
			Recognizes that certain adult actions are associated with expected behavior (“When my caregiver puts me in my crib . . . I am supposed to go to sleep.”).	C. Reflection K. Personal care and healthy behavior	31. Memory: Children remember people and objects. 3. Self-help: Children do things for themselves.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Physical Development and Health – Children participate in health and personal care routines with adult support.

Repeats vocal sounds or screeching to gain caregiver's attention.	L. Speaking E. Building relationships with adults	41. Sounds: Children explore and imitate sounds. 18. Two-way communication: Children participate in two-way communication.	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.
Pushes or drops items off highchair and looks to caregiver for reaction.	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.
Repeatedly bangs or waves object and looks to caregiver for response.	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.

				Anticipates specific reactions to their actions, by the end of the period.	CC. Experimenting, predicting, and drawing conclusions C. Reflection	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 31. Memory: Children remember people and objects.	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.
	6 to 18 months	Uses others' facial expressions or gestures to guide own behavior ("I will look at my mother as I reach for the electric outlet.").	E. Building relationships with adults D. Emotions		6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.		Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
		Begins to respond to words and tone of voice for redirection.	M. Listening and comprehension D. Emotions		16. Listening and responding: Children listen and respond. 8. Emotions: Children express emotions.		Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

May repeat behaviors despite negative consequences.	CC. Experimenting, predicting, and drawing conclusions D. Emotions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 8. Emotions: Children express emotions.	Science – 6.3.2 Children notice how objects move and change. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Shakes head “no” or “yes” in response to questions, mostly “no,” even when child means “yes.”	L. Speaking M. Listening and comprehension	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication.	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.
Uses simple gestures or signs to indicate needs or wants.	L. Speaking	17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Shows understanding that characters from books are associated with certain actions or behaviors (animal book and animal sounds).	Q. Book enjoyment and knowledge C. Reflection	20. Exploring print: Children explore picture books and magazines. 31. Memory: Children remember people and objects.	Language and Literacy – 4.5.2 Children engage with books read by adults. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Brings or gives toys to others to connect or play.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Moves towards or reaches for caregiver to be held.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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.

	Uses repeated sounds or words to gain caregivers attention or reaction (e.g., child says, “ba,ba,ba,” and caregiver responds, with “ba, ba, ball.”).	L. Speaking E. Building relationships with adults	18. Two-way communication: Children participate in two-way communication. 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. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
	Modifies behavior in an effort to solicit others’ actions or responses, by the end of the period.	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.
16 to 38 months	Imitates peers’ behaviors (herding behavior - everyone goes to the block area).	F. Building relationships with other children AA. Pretend play	7. Relationships with peers: Children build relationships with peers. 36. Imitating and pretending: Children imitate and pretend.	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.

Experiments with the effects of own actions on objects and people.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
Demonstrates understanding that playing with certain objects will get adult's attention. Experiences consequences of a specific behavior but may not understand why the behavior warrants the consequence (e.g., "Why can't I bang on the pot?").	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 – 2.1.2 Children regulate their emotions and actions with adult support.
Recognizes that certain behaviors will elicit positive or negative responses from adults.	CC. Experimenting, predicting, and drawing conclusions C. Reflection	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 31. Memory: Children remember people and objects.	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.

Anticipates the impact of their actions (will squint their eyes, or look to caregiver before they drop an object).	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.
Can discriminate actions according to age, gender, and circumstances.	FF. Knowledge of self and others BB. Observing and classifying	4. Distinguishing self and others: Children distinguish themselves from others. 33. Same and different: Children notice sameness and difference.	Social Studies – Children notice similarities and differences among themselves and others.
Will take others' hand or ask others to come play.	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 19. Speaking: Children speak.	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.

				Will tell others “no” or “yes” to simple questions.	L. Speaking M. Listening and comprehension	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.	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.
				Begins to understand the concept of taking turns in a game.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.
				Begins to anticipate the impact of their actions, by the end of the period.	CC. Experimenting, predicting, and drawing conclusions C. Reflection	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 31. Memory: Children remember people and objects.	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.

36 to 60 months	Asks “why” questions to understand effects of behavior (“If I do this, why does that happen?”).	D. Use of resources; B. Problem solving with materials; C. Reflection; L. Speaking	5. Use of resources: Children gather information and formulate ideas about their world.; 4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Asks “what” questions to understand effects of behavior (“What will happen if I do this?”).	D. Use of resources; B. Problem solving with materials; C. Reflection; L. Speaking	5. Use of resources: Children gather information and formulate ideas about their world.; 4. Problem solving: Children solve problems encountered in play.; 6. Reflection: Children reflect on their experiences.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Demonstrates understanding of the consequences of own actions on others (“If I share my toy, they will be happy.”).	C. Reflection; D. Emotions; F. Building relationships with other children	6. Reflection: Children reflect on their experiences.; 9. Emotions: Children recognize, label, and regulate their feelings.; 12. Building relationships: Children build relationships with other children and adults.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Recognizes other children's kind behaviors.	F. Building relationships with other children; D. Emotions	12. Building relationships: Children build relationships with other children and adults.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
Shows sympathy and/or empathy for physically hurt or emotionally upset child.	D. Emotions; F. Building relationships with other children	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 name emotions and identify how others make them feel.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.

Understands the need to wait for a short period of time for a fun game or activity.	D. Emotions; G. Community	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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					Understands the reasons for rules and routines within the group and accepts them.	G. Community; C. Reflection; M. Listening and comprehension	11. Community: Children participate in the community of the classroom.; 6. Reflection: Children reflect on their experiences.; 21. Comprehension: Children understand language.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
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				Begins to accept the consequences of behavior.	D. Emotions; C. Reflection; G. Community	9. Emotions: Children recognize, label, and regulate their feelings.; 6. Reflection: Children reflect on their experiences.; 11. Community: Children participate in the community of the classroom.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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				Logically connects actions and reactions.	C. Reflection; B. Problem solving with materials	6. Reflection: Children reflect on their experiences.; 4. Problem solving: Children solve problems encountered in play.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
Goal 31	Children participate positively in group activities.	Birth to 8 months	Reaches out to touch other children or grabs their toys.		F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			Smiles at other children and adults.		E. Building relationships with adults F. Building relationships with other children	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.

				Expresses contentment or joy when with other children, or when a familiar adult is present.	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.
				Participates in simple give-and- take with adults, by the end of the period.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 18. Two-way communication: Children participate in two-way communication.	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.
			6 to 18 months	Responds to other children in their environment by looking and reaching toward peers.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
				Begins to watch simple associative play of other children, with adult support.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Begins to participate in simple parallel play with other children (same toys but no playing together).	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Sits together briefly during some activities (snack, story time, lap time).	G. Community F. Building relationships with other children	11. Group participation: Children participate in group routines. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Imitates others' behaviors in the group.	AA. Pretend play G. Community	36. Imitating and pretending: Children imitate and pretend. 11. Group participation: Children participate in group routines.	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.
Begins to take turns with simple activities, with assistance.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.

Knows some children's names.	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 19. Speaking: Children speak.	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.
Shows empathy for a child who is crying or upset.	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.
Becomes familiar with routines and rituals within the group or family.	G. Community C. Reflection	11. Group participation: Children participate in group routines. 31. Memory: Children remember people and objects.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

16 to 38 months	May spontaneously laugh and squeal in response to other children.	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.
	Engages briefly with peers in structured play.	F. Building relationships with other children G. Community	7. Relationships with peers: Children build relationships with peers. 11. Group participation: Children participate in group routines.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
	Uses names of other children.	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 19. Speaking: Children speak.	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.

Able to wait to take turns, with assistance.	F. Building relationships with other children D. Emotions	7. Relationships with peers: Children build relationships with peers. 8. Emotions: Children express emotions.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Able to share some objects, people, and space with peers; with adult assistance.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.
Shows increasing enthusiasm about the company of others.	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.

Participates in loosely structured group games (chase, dramatic play).	F. Building relationships with other children AA. Pretend play I. Gross-motor skills	7. Relationships with peers: Children build relationships with peers. 36. Imitating and pretending: Children imitate and pretend. 13. Moving the whole body: Children move the whole body.	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. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Follows family and group routines (meal time behavior).	G. Community K. Personal care and healthy behavior	11. Group participation: Children participate in group routines. 3. Self-help: Children do things for themselves.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Physical Development and Health – Children participate in personal care routines with increasing independence.

				Mindful of own space and toys.	FF. Knowledge of self and others F. Building relationships with other children	5. Sense of self: Children express a sense of self. 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.
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				36 to 60 months Notices and comments on who is absent from routine group settings (play groups).	G. Community; F. Building relationships with other children; L. Speaking	11. Community: Children participate in the community of the classroom.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Identifies self as a member of a group (refers to our family, our school, our team, our tribe).	FF. Knowledge of self and others; G. Community	7. Self-identity: Children have a positive self-identity.; 11. Community: Children participate in the community of the classroom.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among 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.
Uses play to explore, practice, and understand social roles.	AA. Pretend play; FF. Knowledge of self and others	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 7. Self-identity: Children have a positive self-identity.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.

				Joins a group of other children playing, with adult prompts, as needed.	F. Building relationships with other children; G. Community	12. Building relationships: Children build relationships with other children and adults.; 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 both children and adults.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
				Understands and complies with group rules.	G. Community; M. Listening and comprehension	11. Community: Children participate in the community of the classroom.; 21. Comprehension: Children understand language.	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.

Goal 32	Children demonstrate sympathy and empathy.	Birth to 8 months	Watches and observes adults and other children's reactions and behaviors.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			Smiles when seeing a smiling face.	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.
			Shows caution or distress when someone is crying or upset.	L. Speaking F. Building relationships with other children	18. Two-way communication: Children participate in two-way communication. 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. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			Responds to others by vocalizing or cooing.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

				May reach out to others to touch.	E. Building relationships with adults	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.
				Reacts to human face more than to objects.	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.
				Responds to another's cry, by the end of the period.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
			6 to 18 months	Explores plants, flowers, and other living things with multiple senses.	D. Emotions BB. Observing and classifying	8. Emotions: Children express emotions. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

Expresses interest and excitement about animals and other living things.	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.
Recognizes and responds or reacts to strong emotion in caregiver or other children.	FF. Knowledge of self and others E. Building relationships with adults	5. Sense of self: Children express a sense of self. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Likes to look at and can recognize self and caregiver in a mirror.	E. Building relationships with adults D. Emotions	6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Increasingly uses social referencing (others' reaction) and emotions to guide behavior.	F. Building relationships with other children E. Building relationships with adults	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.

Offers objects, food, hugs to others.	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.
May try to comfort another person who is upset.	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.
May become upset when others are hurt.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Matches emotions of others.	D. Emotions BB. Observing and classifying	8. Emotions: Children express emotions. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
Shows interest and excitement about living things around them.	AA. Pretend play D. Emotions	36. Imitating and pretending: Children imitate and pretend. 8. Emotions: Children express emotions.	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 to 38 months	Demonstrates awareness of feelings during pretend play (soothes a crying doll).	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.
	Comforts peers when they are hurt or upset, with adult assistance.	D. Emotions L. Speaking	8. Emotions: Children express emotions. 19. Speaking: Children speak.	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.
	Names emotions of self and others (happy, sad).	D. Emotions F. Building relationships with other children L. Speaking	8. Emotions: Children express emotions. 7. Relationships with peers: Children build relationships with peers. 19. Speaking: Children speak.	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.

Realizes and expresses how another child might feel (e.g., “Tanya is crying, I think she is sad.”).	BB. Observing and classifying G. Community	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 11. Group participation: Children participate in group routines.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
Acts kindly and gently with safe, child-friendly animals.	F. Building relationships with other children	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 – 2.2.3 Children use positive strategies to resolve social problems with adult support.
Increasingly shares with others, helps others, and “cares” for baby siblings.	B. Problem solving with materials D. Emotions	2. Problem solving: Children solve problems encountered in exploration and play. 8. Emotions: Children express emotions.	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).

Becomes concerned about objects related to social behavior (broken toys, missing buttons, or puzzle piece).	A. Initiative and planning F. Building relationships with other children	1. Initiative: Children express initiative. 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.
Will initiate interactions with others.	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.
Begins to understand that others may have some feelings, by the end of the period.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

36 to 60 months	Notices and shows concern for peers' feelings.	D. Emotions; F. Building relationships with other children	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 name emotions and identify how others make them feel.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
	Continues to observe others' reactions.	BB. Observing and classifying; D. Emotions; F. Building relationships with other children	45. Observing: Children observe the materials and processes in their environment.; 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 name emotions and identify how others make them feel.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.

				Adopts a variety of roles and feelings during pretend play.	AA. Pretend play; D. Emotions	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 9. Emotions: Children recognize, label, and regulate their feelings.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
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					Communicates appropriate feelings for characters in stories.	D. Emotions; M. Listening and comprehension; L. Speaking	9. Emotions: Children recognize, label, and regulate their feelings.; 21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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				Considers what is alive, not alive, and dead.	BB. Observing and classifying; C. Reflection	46. Classifying: Children classify materials, actions, people, and events.; 45. Observing: Children observe the materials and processes in their environment.; 6. Reflection: Children reflect on their experiences.	Science — S 6.2.1 Life Science: Children demonstrate an emerging understanding of living things and their needs.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by making observations, investigating, and describing what they notice.
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Keenly aware of what is unfair to themselves.	D. Emotions; FF. Knowledge of self and others; G. Community	9. Emotions: Children recognize, label, and regulate their feelings.; 7. Self-identity: Children have a positive self-identity.; 11. Community: Children participate in the community of the classroom.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among 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.
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				Labels own emotions and, increasingly, the emotions of others.	D. Emotions; L. Speaking	9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Goal 33	Children develop a sense of humor.	Birth to 8 months	Giggles and laughs in response to environment or people.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.	
			Starts to differentiate familiar from unfamiliar.	E. Building relationships with adults FF. Knowledge of self and others	5. Attachment: Children form an attachment to a primary caregiver. 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.	

Reacts to small surprises such as sounds, faces, and Peek-a-Boo.	D. Emotions M. Listening and comprehension	8. Emotions: Children express emotions. 16. Listening and responding: Children listen and respond.	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.
Reacts to physical sensations (rocking, lifting).	D. Emotions I. Gross-motor skills	8. Emotions: Children express emotions. 13. Moving the whole body: Children move the whole 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.
Reacts to gentle tickling and tummy “raspberries”.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Begins to initiate interactions with caregivers or other children.	E. Building relationships with adults F. Building relationships with other children A. Initiative and planning	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers. 1. Initiative: Children express initiative.	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.
Watches and observes the environment and the people in it.	BB. Observing and classifying E. Building relationships with adults	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 6. Relationships with adults: Children build relationships with other adults.	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.

	Recognizes and takes interest in new experiences and objects.	A. Initiative and planning BB. Observing and classifying	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	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.
	Has ability to engage in a relationship.	E. Building relationships with adults	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.
6 to 18 months	Likes novel sounds and funny faces from familiar people – incongruity.	D. Emotions E. Building relationships with adults N. Phonological awareness	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults. 41. Sounds: Children explore and imitate sounds.	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.

Anticipates favorite routines.	C. Reflection G. Community	31. Memory: Children remember people and objects. 11. Group participation: Children participate in group routines.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Begins to understand physical humor (falling down, laughing, looking between legs).	D. Emotions I. Gross-motor skills	8. Emotions: Children express emotions. 13. Moving the whole body: Children move the whole 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.
Laughs at surprises and changes from the usual.	D. Emotions C. Reflection	8. Emotions: Children express emotions. 31. Memory: Children remember people and objects.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

16 to 38 months	Laughs at incongruities; visual and spoken (pants on head, cow says, "quack").	D. Emotions L. Speaking AA. Pretend play	8. Emotions: Children express emotions. 19. Speaking: Children speak. 36. Imitating and pretending: Children imitate and pretend.	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.
	More secure with concept knowledge allowing flexibility for humor.	C. Reflection B. Problem solving with materials	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play.	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).

Exhibits social referencing, joint attention, and reciprocity with adults and peers (plays chase).	E. Building relationships with adults F. Building relationships with other children L. Speaking	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers. 18. Two-way communication: Children participate in two-way communication.	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.
Exhibit physical humor (falls down and laughs).	D. Emotions I. Gross-motor skills	8. Emotions: Children express emotions. 13. Moving the whole body: Children move the whole 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.
Begins word play – repeats sounds.	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.

Begins to initiate humorous situations.	A. Initiative and planning AA. Pretend play	1. Initiative: Children express initiative. 36. Imitating and pretending: Children imitate and pretend.	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.
Makes animal sounds.	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.
Mimics adults as they laugh, with or without knowing the reason for the laughter.	AA. Pretend play E. Building relationships with adults D. Emotions	36. Imitating and pretending: Children imitate and pretend. 6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	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.

36 to 60 months	Likes simple verbal jokes/riddles, although may not be able to replicate format (Knock-Knock); pre-riddle stage.	L. Speaking; M. Listening and comprehension; C. Reflection	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
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				Participates in group glee.	D. Emotions; F. Building relationships with other children; G. Community	9. Emotions: Children recognize, label, and regulate their feelings.; 12. Building relationships: Children build relationships with other children and adults.; 11. Community: Children participate in the community of the classroom.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; 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.
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Mimics impersonation.	AA. Pretend play; L. Speaking	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 22. Speaking: Children express themselves using language.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Uses slapstick, physical humor.	Z. Movement; AA. Pretend play	42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Creative Arts — CA 9.3.1 Expressive Movement: Children create movement sequences.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.

Laughs for the delight of laughing.	D. Emotions; F. Building relationships with other children	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 name emotions and identify how others make them feel.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
Uses body function humor.	L. Speaking; AA. Pretend play	22. Speaking: Children express themselves using language.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.

Makes rude noises.	N. Phonological awareness; L. Speaking	24. Phonological awareness: Children identify distinct sounds in spoken language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate sounds in spoken language.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Makes up sounds and rhymes without meaning.	N. Phonological awareness; L. Speaking	24. Phonological awareness: Children identify distinct sounds in spoken language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

					Combines nonsense and real words.	N. Phonological awareness; L. Speaking	24. Phonological awareness: Children identify distinct sounds in spoken language.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate sounds in spoken language.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Uses distortions of familiar attributes/concepts (man's head/dog's body, changes in size, shape).	AA. Pretend play; C. Reflection; T. Geometry: Shapes and spatial awareness	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 6. Reflection: Children reflect on their experiences.; 34. Shapes: Children identify, name, and describe shapes.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.
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				Laughs at gender reversals and incongruous actions (a cow on skates).	AA. Pretend play; C. Reflection; D. Emotions	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 6. Reflection: Children reflect on their experiences.; 9. Emotions: Children recognize, label, and regulate their feelings.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
Goal 34	Children adapt to diverse settings.	Birth to 8 months	Actively observes surroundings.		BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

				Demonstrates recognition of a new setting by changing behavior (looks to parent for guidance).	E. Building relationships with adults D. Emotions	6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
				When ready, explores new settings with support from caregiver.	A. Initiative and planning E. Building relationships with adults	1. Initiative: Children express initiative. 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 – 2.2.1 Children show interest in and interact with children and adults.
				May show different reactions to familiar and unfamiliar people, by the end of the period.	E. Building relationships with adults FF. Knowledge of self and others	5. Attachment: Children form an attachment to a primary caregiver. 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.

6 to 18 months	Explores new settings with support from caregiver.	A. Initiative and planning E. Building relationships with adults	1. Initiative: Children express initiative. 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 – 2.2.1 Children show interest in and interact with children and adults.
	Demonstrates awareness of different settings by clinging or staying close to caregiver.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	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.
	May become anxious when separated from primary caregiver, if not routine.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

	May refuse to look at or respond to unfamiliar people.	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.
	May show irritability when routines are disrupted.	D. Emotions G. Community	8. Emotions: Children express emotions. 11. Group participation: Children participate in group routines.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
16 to 38 months	Begins to separate from primary caregiver in familiar settings outside the home environment (not always easily).	E. Building relationships with adults A. Initiative and planning	5. Attachment: Children form an attachment to a primary caregiver. 1. Initiative: Children express initiative.	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.
	Explores and plays in a range of familiar settings.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

Displays ease and comfort in a variety of places with familiar adults (home, store, car, playground).	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.
Asks questions or acts in other uncertain ways in unfamiliar settings and environments.	L. Speaking A. Initiative and planning	19. Speaking: Children speak. 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. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
May resist leaving a familiar setting.	D. Emotions G. Community	8. Emotions: Children express emotions. 11. Group participation: Children participate in group routines.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

36 to 60 months	Explores objects and materials and interacts with others in a variety of new settings.	A. Initiative and planning; D. Use of resources; E. Building relationships with adults; F. Building relationships with other children	1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.; 12. Building relationships: Children build relationships with other children and adults.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
	Adjusts behavior in different settings (home, playground).	D. Emotions; G. Community	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

			Adjusts to transitions from one activity/setting to the next during the day.	D. Emotions; G. Community; C. Engagement	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.; 3. Engagement: Children focus on activities that interest them.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; 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 both child- and adult-initiated experiences.
Goal 35	Children recognize, appreciate, and respect similarities and differences in	Birth to 8 months	Observes self in mirror. Initially does not recognize the image as self.	FF. Knowledge of self and others	5. Sense of self: Children express a sense of self.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

people.

Focuses attention on others.	E. Building relationships with adults F. Building relationships with other children	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.
Notices others' physical characteristics (pats another person's hair).	FF. Knowledge of self and others F. Building relationships with other children	4. Distinguishing self and others: Children distinguish themselves from others. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Will respond more to a familiar face than a stranger's face.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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.

	Can distinguish primary caregivers from others, by the end of this period.	E. Building relationships with adults FF. Knowledge of self and others	5. Attachment: Children form an attachment to a primary caregiver. 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.
6 to 18 months	May express curiosity about others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs; if they have the opportunity to regularly interact with others.	FF. Knowledge of self and others F. Building relationships with other children	4. Distinguishing self and others: Children distinguish themselves from others. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
	Recognizes self in mirror.	FF. Knowledge of self and others	5. Sense of self: Children express a sense of self.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

Observes strangers from a distance.	E. Building relationships with adults FF. Knowledge of self and others	5. Attachment: Children form an attachment to a primary caregiver. 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.
Seeks primary caregiver if stranger approaches too quickly.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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 – 2.1.2 Children regulate their emotions and actions with adult support.
Approaches and is curious about other children.	F. Building relationships with other children A. Initiative and planning	7. Relationships with peers: Children build relationships with peers. 1. Initiative: Children express initiative.	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.

	Plays in the presence of other children.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
	Can play near others who are different than them, by the end of the period.	F. Building relationships with other children FF. Knowledge of self and others	7. Relationships with peers: Children build relationships with peers. 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.
16 to 38 months	Becomes aware of differences in gender and other basic similarities and differences between self and others, with adult guidance.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
	May verbalize general differences in gender, clothing, skin color, or hair color.	FF. Knowledge of self and others L. Speaking	4. Distinguishing self and others: Children distinguish themselves from others. 19. Speaking: Children speak.	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.

				Demonstrates awareness of personal preferences (mommy likes the red car, I like the fire truck).	FF. Knowledge of self and others A. Initiative and planning	5. Sense of self: Children express a sense of self. 1. Initiative: Children express initiative.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
				May be shy or reserved with new people or animals.	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 to 60 months	Compares similarities or differences of others (height, hair color) in his/her circle of contact.	FF. Knowledge of self and others; BB. Observing and classifying	7. Self-identity: Children have a positive self-identity.; 46. Classifying: Children classify materials, actions, people, and events.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
	Develops awareness, knowledge, and appreciation of own gender and cultural identity.	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.

				Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs; with guidance.	F. Building relationships with other children; G. Community	12. Building relationships: Children build relationships with other children and adults.; 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 both children and adults.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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				Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics.	FF. Knowledge of self and others; D. Use of resources; L. Speaking	7. Self-identity: Children have a positive self-identity.; 5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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				Demonstrates an understanding of inclusion or fairness through words and actions.	G. Community; F. Building relationships with other children; D. Emotions	11. Community: Children participate in the community of the classroom.; 12. Building relationships: Children build relationships with other children and adults.; 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 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
Emotional Development	Goal 36	Children perceive themselves as unique individuals.	Birth to 8 months	Explores own body (observes hands, reaches for toes).	FF. Knowledge of self and others	5. Sense of self: Children express a sense of self.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

Explores the face and other body parts of others (touches caregivers' ears, hair, hands).	FF. Knowledge of self and others E. Building relationships with adults	4. Distinguishing self and others: Children distinguish themselves from others. 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.
Shows awareness of self in voice and body.	FF. Knowledge of self and others	5. Sense of self: Children express a sense of self.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Responds with gestures or vocalization to sounds, movement, or the facial expressions of others.	L. Speaking M. Listening and comprehension	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.
Shows interest in and may reach for others.	E. Building relationships with adults F. Building relationships with other children	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.

6 to 18 months	May express curiosity about signal caregivers for assistance, attention, or the need for comfort.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 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.
	May become upset when separated from parent.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
	Points to at least two body parts when asked.	FF. Knowledge of self and others M. Listening and comprehension	5. Sense of self: Children express a sense of self. 16. Listening and responding: Children listen and respond.	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.

Responds with gestures or vocalizations when name is spoken.	FF. Knowledge of self and others M. Listening and comprehension L. Speaking	5. Sense of self: Children express a sense of self. 16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally.	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.
Shows awareness of self in a mirror image.	FF. Knowledge of self and others	5. Sense of self: Children express a sense of self.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Protests when preferred activity is stopped.	D. Emotions FF. Knowledge of self and others	8. Emotions: Children express emotions. 5. Sense of self: Children express a sense of self.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Grasps and bangs objects. Feels a sense of ability in one's own body to make something happen.	CC. Experimenting, predicting, and drawing conclusions FF. Knowledge of self and others	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 5. Sense of self: Children express a sense of self.	Science – 6.3.2 Children notice how objects move and change. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

				Increases independence in playing with toys.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
				Increases interest in others bodies, especially faces.	FF. Knowledge of self and others F. Building relationships with other children	4. Distinguishing self and others: Children distinguish themselves from others. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			16 to 38 months	Tests limits and strives for independence.	A. Initiative and planning D. Emotions	1. Initiative: Children express initiative. 8. Emotions: Children express emotions.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

Becomes upset when separated from primary caregiver, and may cling upon reunion.	E. Building relationships with adults D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Recognizes and calls attention to self when looking in the mirror or at photographs.	FF. Knowledge of self and others	5. Sense of self: Children express a sense of self.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Identifies self and uses own name when asked (e.g., “I am a boy. “My name is Rueben.”).	FF. Knowledge of self and others L. Speaking	5. Sense of self: Children express a sense of self. 19. Speaking: Children speak.	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.
Identifies objects as belonging to him or her (e.g., “Mine!”).	FF. Knowledge of self and others L. Speaking	5. Sense of self: Children express a sense of self. 19. Speaking: Children speak.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

Shows awareness of being seen by others (exaggerates or repeats behavior when child notices someone is watching).	FF. Knowledge of self and others E. Building relationships with adults	5. Sense of self: Children express a sense of self. 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 – 2.2.1 Children show interest in and interact with children and adults.
Occupies self appropriately for brief periods of time (10 to 15 minutes).	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
Attempts to complete basic daily living tasks (eating, getting dressed).	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in personal care routines with increasing independence.
Can make choices when given two to three options.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

				Indicates preferences by answering yes/no questions.	A. Initiative and planning L. Speaking M. Listening and comprehension	1. Initiative: Children express initiative. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak.	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 to 60 months	Demonstrates awareness of their abilities, characteristics, and preferences.	FF. Knowledge of self and others; A. Initiative and planning	7. Self-identity: Children have a positive self-identity.; 1. Initiative: Children demonstrate initiative as they explore their world.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, their abilities, and their feelings.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.

Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in the third person.	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, their abilities, and their feelings.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Chooses individual activities (doing puzzles, painting).	A. Initiative and planning	1. Initiative: Children demonstrate initiative as they explore their world.; 2. Planning: Children make plans and follow through on their intentions.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; 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.
Expresses self in different roles during pretend play.	AA. Pretend play; FF. Knowledge of self and others	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 7. Self-identity: Children have a positive self-identity.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, their abilities, and their feelings.

Can express feelings about separating from primary caregiver.	D. Emotions; L. Speaking; 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 name emotions and identify how others make them feel.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Compares self with others.	FF. Knowledge of self and others; C. Reflection	7. Self-identity: Children have a positive self-identity.; 6. Reflection: Children reflect on their experiences.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
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Describes self as a person with a mind, a body, and feelings.	FF. Knowledge of self and others; D. Emotions; L. Speaking	7. Self-identity: Children have a positive self-identity.; 9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, their abilities, and their feelings.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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				Describes family members and begins to understand their relationship to one another.	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 Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local 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 participate in learning.
				Exerts will and preferences.	FF. Knowledge of self and others; A. Initiative and planning	7. Self-identity: Children have a positive self-identity.; 1. Initiative: Children demonstrate initiative as they explore their world.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, their abilities, and their feelings.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.

Goal 37	Children demonstrate belief in their abilities.	Birth to 8 months	Can calm self for very brief periods by sucking or staring at an object.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
			Repeats a sound or gesture that creates an effect (repeatedly shakes a rattle after discovering that it makes a sound).	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.
			Recognizes that adults respond to cues.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 18. Two-way communication: Children participate in two-way communication.	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.

	Explores environment. At first in close contact with caregiver, and then farther away from caregiver as the child grows.	A. Initiative and planning E. Building relationships with adults	1. Initiative: Children express initiative. 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 – 2.2.1 Children show interest in and interact with children and adults.
	Looks to caregiver when accomplishing new tasks (sitting, pulling up).	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.
	May sometimes show signs of “global empathy” and get upset when someone else is upset.	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.
6 to 18 months	Gives objects or toys to others (picks up a rock then reaches to give it to caregiver).	E. Building relationships with adults F. Building relationships with other children	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.

Smiles when succeeding in a task/activity.	D. Emotions FF. Knowledge of self and others	8. Emotions: Children express emotions. 5. Sense of self: Children express a sense of self.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Monitors caregiver's emotional expressions in situations of uncertainty.	E. Building relationships with adults D. Emotions	6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Begins to express a desire for individuality.	FF. Knowledge of self and others A. Initiative and planning	5. Sense of self: Children express a sense of self. 1. Initiative: Children express initiative.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
Says “no” and uses frequent tantrums to express the desire to be independent.	D. Emotions FF. Knowledge of self and others L. Speaking	8. Emotions: Children express emotions. 5. Sense of self: Children express a sense of self. 19. Speaking: Children speak.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

				Shows genuine concern for another's distress.	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.
				Projects empathetic behavior of their own needs on another.	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.
				Continually needs to stay away from danger.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in basic safety practices with adult support.
				Shows concerns about broken toys or damaged goods that do not conform to an expected standard.	B. Problem solving with materials D. Emotions	2. Problem solving: Children solve problems encountered in exploration and play. 8. Emotions: Children express emotions.	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 to 38 months	May show a few signs of feelings associated with actions.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

Recognizes own accomplishments.	FF. Knowledge of self and others D. Emotions	5. Sense of self: Children express a sense of self. 8. Emotions: Children express emotions.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Shows completed projects (drawing, pile of blocks) to caregiver.	E. Building relationships with adults A. Initiative and planning	6. Relationships with adults: Children build relationships with other adults. 1. Initiative: Children express initiative.	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.
Acts as if they are capable of doing new tasks and activities (copies use of adult tools, tries to sweep the floor with an adult-sized broom, wants real tools).	A. Initiative and planning AA. Pretend play	1. Initiative: Children express initiative. 36. Imitating and pretending: Children imitate and pretend.	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.

Seeks help after trying something new or challenging.	B. Problem solving with materials E. Building relationships with adults	2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationships with adults: Children build relationships with other 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). Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Occasionally demonstrates rudimentary self-control when they stop themselves from doing something, but is still unreliable.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Begins to follow internalized rules part of the time (puts self in timeout).	G. Community D. Emotions	11. Group participation: Children participate in group routines. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

Uses social referencing (checks out emotional responses of others) to regulate behavior.	E. Building relationships with adults D. Emotions	6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Often pretends to discipline doll during play, showing understanding of rules.	AA. Pretend play G. Community	36. Imitating and pretending: Children imitate and pretend. 11. Group participation: Children participate in group routines.	Creative Arts – 9.4.1 Children participate in play scenarios. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Still has difficulty transferring rules across time and setting.	C. Reflection G. Community	31. Memory: Children remember people and objects. 11. Group participation: Children participate in group routines.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

Still relies on caregiver to follow rules and to contain impulses some of the time, and may act out if no one else is in the room.	D. Emotions E. Building relationships with adults G. Community	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults. 11. Group participation: Children participate in group routines.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
May not be able to generalize about objects that cannot be touched.	BB. Observing and classifying C. Reflection	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 31. Memory: Children remember people and objects.	Science – 6.3.1 Children observe properties of materials and objects. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Shows several signs of feelings associated with actions, by the end of the period.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Begins to understand that sharing is important.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.

	Remains likely to take another child's toy and possessions. Realizes others' needs may be	F. Building relationships with other children D. Emotions	7. Relationships with peers: Children build relationships with peers. 8. Emotions: Children express emotions.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.
36 to 60 months	Expresses delight with mastery of a skill (e.g., "I did it myself!").	FF. Knowledge of self and others; D. Emotions	7. Self-identity: Children have a positive self-identity.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.

Asks others to view own creations (e.g., "Look at my picture!").	FF. Knowledge of self and others; L. Speaking; X. Art	7. Self-identity: Children have a positive self-identity.; 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 and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
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Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!" A child in leg braces has a big smile on their face when using a walker by themselves.).	FF. Knowledge of self and others; A. Initiative and planning	7. Self-identity: Children have a positive self-identity.; 1. Initiative: Children demonstrate initiative as they explore their world.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, their abilities, and their feelings.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.
Expresses own ideas and opinions.	L. Speaking; FF. Knowledge of self and others	22. Speaking: Children express themselves using language.; 7. Self-identity: Children have a positive self-identity.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children develop awareness of themselves, their abilities, and their feelings.

Enjoys the process of creating.	X. Art; C. Engagement	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 3. Engagement: Children focus on activities that interest them.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.
Demonstrates pride and pleasure when someone reacts to the child's action or creation.	FF. Knowledge of self and others; D. Emotions	7. Self-identity: Children have a positive self-identity.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.

					May argue with caregiver about what they are supposed to do.	D. Emotions; E. Building relationships with adults; H. Conflict resolution	9. Emotions: Children recognize, label, and regulate their feelings.; 12. Building relationships: Children build relationships with other children and adults.; 15. Conflict resolution: Children resolve social conflicts.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.
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Will use private or inner speech to help remember rules and standards for behavior.	D. Emotions; G. Community; L. Speaking	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; 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 participate in learning.
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Shows less negativism and complies most of the time.	D. Emotions; G. Community	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
Are more likely to experience guilt when they hit other children, break toys, or make a parent sad.	D. Emotions; C. Reflection	9. Emotions: Children recognize, label, and regulate their feelings.; 6. Reflection: Children reflect on their experiences.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.

May show a few signs of feelings associated with actions.	D. Emotions; C. Reflection	9. Emotions: Children recognize, label, and regulate their feelings.; 6. Reflection: Children reflect on their experiences.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
Shows some self-criticism, shame, and guilt if they do not succeed or make a mistake.	D. Emotions; FF. Knowledge of self and others; C. Reflection	9. Emotions: Children recognize, label, and regulate their feelings.; 7. Self-identity: Children have a positive self-identity.; 6. Reflection: Children reflect on their experiences.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.

				Are more consistent in sharing and view it as an obligation.	F. Building relationships with other children; G. Community	12. Building relationships: Children build relationships with other children and adults.; 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 both children and adults.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
Goal 38	Children regulate their feelings and impulses.	Birth to 8 months	Signals needs with sounds or motions (cries when hungry or reaches for wanted object of comfort).	L. Speaking K. Personal care and healthy behavior	17. Nonverbal communication: Children communicate nonverbally. 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. Physical Development and Health – Children participate in health and personal care routines with adult support.	

Relaxes or stops crying when comforted (when swaddled or spoken to softly).	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Comforts self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket; get fist, fingers, or pacifier to mouth for self soothing).	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Cries or uses other vocalizations, facial expressions, or body language to express emotions and to get needs met.	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.	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.

Communicates need for support or help from adults (holds out arms when tired).	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 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.
Anticipates routine interactions (lifts arms toward caregiver to be picked up).	C. Reflection E. Building relationships with adults	31. Memory: Children remember people and objects. 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.
Develops increasing consistency in sleeping, waking, and eating patterns.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – Children participate in health and personal care routines with adult support.

	Shows awareness of change and routine; may object to changes.	G. Community D. Emotions	11. Group participation: Children participate in group routines. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
	Responds to emotional cues and social situations (crying when other babies cry).	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.
6 to 18 months	Seeks caregiver's support and attention when feeling strong emotions.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
	Begins to control impulses (says "no" when reaching for forbidden object; restrains self from stepping on a book on the floor).	D. Emotions G. Community	8. Emotions: Children express emotions. 11. Group participation: Children participate in group routines.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
	Engages in some regular behaviors (sings or babbles self to sleep, goes to high chair to be fed).	K. Personal care and healthy behavior G. Community	3. Self-help: Children do things for themselves. 11. Group participation: Children participate in group routines.	Physical Development and Health – Children participate in health and personal care routines with adult support.

Participates in routine interactions (quiets body when picked up; cooperates in dressing).	K. Personal care and healthy behavior E. Building relationships with adults	3. Self-help: Children do things for themselves. 6. Relationships with adults: Children build relationships with other adults.	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.
Follows some consistently set rules and routines.	G. Community D. Emotions	11. Group participation: Children participate in group routines. 8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Smiles, waves, or laughs in response to positive adult interaction.	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.
Shakes head or gestures to indicate wants and needs.	L. Speaking	17. Nonverbal communication: Children communicate nonverbally.	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 to 38 months	Matches emotions to environment and situations.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
	Tests limits and strives for independence.	A. Initiative and planning D. Emotions	1. Initiative: Children express initiative. 8. Emotions: Children express emotions.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
	Anticipates and manages emotions associated with them (helps to pickup and put away blocks at cleanup time).	D. Emotions G. Community	8. Emotions: Children express emotions. 11. Group participation: Children participate in group routines.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means.	D. Emotions L. Speaking	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. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Learns about and begins to name own feelings. Realizes that it is okay to feel silly, sad, angry, and all other emotions.	D. Emotions L. Speaking	8. Emotions: Children express emotions. 19. Speaking: Children speak.	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.
Seeks caregiver's support when needing help.	E. Building relationships with adults	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.

Shows anxiety over separation from teacher, but calms down once teacher has left.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 5. Attachment: Children form an attachment to a primary caregiver.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Plays near and is interested in other children.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Will offer or take toys from other children.	F. Building relationships with other children	7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.3 Children use positive strategies to resolve social problems with adult support.
Begins to understand the concept of property (“yours,” “his,” “mine”).	FF. Knowledge of self and others L. Speaking	5. Sense of self: Children express a sense of self. 19. Speaking: Children speak.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Will carry out simple one- or two- step directions.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.

				May become easily frustrated with challenging tasks (cries when a toy won't do what they want, or they can't get their socks off).	D. Emotions B. Problem solving with materials	8. Emotions: Children express emotions. 2. Problem solving: Children solve problems encountered in exploration and play.	Social Emotional – 2.1.2 Children regulate their emotions and actions 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).
			36 to 60 months	Expresses strong emotions constructively, at times and with assistance.	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.

Expresses ownership of feelings and desires to control self, with assistance.	D. Emotions; FF. Knowledge of self and others	9. Emotions: Children recognize, label, and regulate their feelings.; 7. Self-identity: Children have a positive self-identity.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.
Calms self after having strong emotions, with guidance (goes to quiet area or requests favorite book to be read when upset).	D. Emotions; D. Use of resources	9. Emotions: Children recognize, label, and regulate their feelings.; 5. Use of resources: Children gather information and formulate ideas about their world.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions.

				Sometimes waits for turn and shows patience during group activities.	G. Community; F. Building relationships with other children	11. Community: Children participate in the community of the classroom.; 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.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Sticks with difficult tasks without becoming overly frustrated.	C. Engagement; D. Emotions	3. Engagement: Children focus on activities that interest them.; 9. Emotions: Children recognize, label, and regulate their feelings.	Approaches to Learning — AL 1.2.2 Engagement & Persistence: Children sustain effort through new or difficult tasks by repeating an action, seeking peer or teacher support, and/or adjusting strategies.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.
Participates easily in routine activities (meal time, snack time, bedtime).	G. Community	11. Community: Children participate in the community of the classroom.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
Follows simple rules without reminders (handles toys with care).	G. Community	11. Community: Children participate in the community of the classroom.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

Demonstrates increasing ability to use materials purposefully, safely, and respectfully.	G. Community; EE. Tools and technology	11. Community: Children participate in the community of the classroom.; 52. Tools and technology: Children explore and use tools and technology.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
Adapts to changes in daily schedule.	G. Community; D. Emotions	11. Community: Children participate in the community of the classroom.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

Predicts what comes next in the day, when there is an established and consistent schedule.	HH. History; C. Reflection	57. History: Children understand past, present, and future.; 6. Reflection: Children reflect on their experiences.	Social Studies — SS 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
Names and talks about own emotions.	D. Emotions; L. Speaking	9. Emotions: Children recognize, label, and regulate their feelings.; 22. Speaking: Children express themselves using language.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

				Uses pretend play to understand and respond to emotions.	AA. Pretend play; D. Emotions	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 9. Emotions: Children recognize, label, and regulate their feelings.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
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					Associates emotions with words, and facial and body expressions.	D. Emotions; L. Speaking; M. Listening and comprehension	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 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
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					Uses drawing, painting, and clay to express emotions.	X. Art; D. Emotions	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 9. Emotions: Children recognize, label, and regulate their feelings.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
Domain 4: General Knowledge	Mathematics and Numeracy	Goal 39	Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.	Birth to 8 months	Begins to show awareness of differences between people and objects.	FF. Knowledge of self and others BB. Observing and classifying	4. Distinguishing self and others: Children distinguish themselves from others. 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.
					Begins to show awareness of small quantity differences; looking at or reaching for two or more people or objects.	BB. Observing and classifying	23. Number: Children experience “more.”	Mathematics – Children demonstrate an emerging understanding of quantity and number.

Begins to respond to the spoken concept, "more" in reference to food or play.	M. Listening and comprehension BB. Observing and classifying	16. Listening and responding: Children listen and respond. 23. Number: Children experience "more."	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Mathematics – Children demonstrate an emerging understanding of quantity and number.
Shows cues of hunger and fullness.	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally.	Physical Development and Health – Children participate in health and personal care routines 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.

				Uses gestures to request “more.”	L. Speaking BB. Observing and classifying	17. Nonverbal communication: Children communicate nonverbally. 23. Number: Children experience “more.”	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Mathematics – Children demonstrate an emerging understanding of quantity and number.
				Responds by focusing on an object pointed to by someone.	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. Mathematics – Children explore position and spatial relationships.
			6 to 18 months	Notices characteristics of objects (size, color, shape, or quantity).	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children notice similarities and differences and sort or match objects.

Shows interest in real-life mathematical concepts (matching objects, lining up objects, enjoying books with numbers and counting).	BB. Observing and classifying Q. Book enjoyment and knowledge	23. Number: Children experience “more.” 33. Same and different: Children notice sameness and difference. 20. Exploring print: Children explore picture books and magazines.	Mathematics – Children demonstrate an emerging understanding of quantity and number. Language and Literacy – 4.5.2 Children engage with books read by adults.
Begins to use symbols, signs, and language to show wanting “more” and “all gone”.	L. Speaking BB. Observing and classifying	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 23. Number: Children experience “more.”	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Mathematics – Children demonstrate an emerging understanding of quantity and number.
Fills and dumps containers with objects.	CC. Experimenting, predicting, and drawing conclusions	29. Filling and emptying: Children fill and empty, put in and take out.	Mathematics – Children explore quantity, capacity, and spatial relationships through play.

				Searches for objects that are out of sight.	C. Reflection B. Problem solving with materials	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play.	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).
				Drops objects; then looks for the object.	CC. Experimenting, predicting, and drawing conclusions C. Reflection	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect. 31. Memory: Children remember people and objects.	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.
			16 to 38 months	Matches objects by a single characteristic (size, color, shape, or quantity).	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children notice similarities and differences and sort or match objects.

Sorts objects by a single characteristic (size, color, shape, or quantity).	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children notice similarities and differences and sort or match objects.
May begin to imitate counting. Uses some number words (one, two . . .).	L. Speaking BB. Observing and classifying	19. Speaking: Children speak. 24. One-to-one correspondence: Children experience one-to-one correspondence.	Mathematics – Children demonstrate an emerging understanding of quantity and number. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Recognizes that a single object is “one” regardless of size, shape, or other attributes.	BB. Observing and classifying	24. One-to-one correspondence: Children experience one-to-one correspondence. 33. Same and different: Children notice sameness and difference.	Mathematics – Children demonstrate an emerging understanding of quantity and number.

Imitates counting rhymes or songs (Five Little Monkeys).	W. Music and movement N. Phonological awareness	21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – Children participate in familiar rhymes and songs. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
Recognizes some quantities (sees 2 blocks and says, “Two.”).	BB. Observing and classifying L. Speaking	23. Number: Children experience “more.” 24. One-to-one correspondence: Children experience one-to-one correspondence. 19. Speaking: Children speak.	Mathematics – Children demonstrate an emerging understanding of quantity and number.
Manipulates sets of up to three items.	BB. Observing and classifying	23. Number: Children experience “more.” 24. One-to-one correspondence: Children experience one-to-one correspondence.	Mathematics – Children demonstrate an emerging understanding of quantity and number.

				Uses words to symbolize quantity and comparisons of quantity (all, some, none, more).	L. Speaking BB. Observing and classifying	19. Speaking: Children speak. 23. Number: Children experience “more.”	Mathematics – Children demonstrate an emerging understanding of quantity and number. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
				Understands basic common relations (toothbrush and toothpaste).	C. Reflection BB. Observing and classifying	31. Memory: Children remember people and objects. 33. Same and different: Children notice sameness and difference.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.

36 to 60 months	Develops understanding of counting process (recognition and naming numerals one, two and three); counting up to ten from memory in home language (e.g., recites, “one, two, three), without assistance.	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use number words in sequence and count with increasing accuracy.; Mathematics — M 5.1.2 Number Sense, Counting, & Cardinality: Children recognize and name written numerals.
	Counts up to ten objects; matching numbers one-to-one with objects (cubes, toys, and pennies) within daily activities.	S. Number and counting	32. Counting: Children count things.	Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.
	Develops understanding that when counting items they must be counted only once, and that none should be left out.	S. Number and counting	32. Counting: Children count things.	Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.

Begins recognizing that the last number counted represents the “total objects” (for quantities up to ten). Counting is cumulative.	S. Number and counting	32. Counting: Children count things.	Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.
Applies numbers and counting concepts within daily routines (count numbers of children at the table).	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use number words in sequence and count with increasing accuracy.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.

Applies counting to new situations (counting objects, counting groups).	S. Number and counting; C. Reflection	32. Counting: Children count things.; 6. Reflection: Children reflect on their experiences.	Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
Demonstrates understanding that numbers represent quantity (gets three apples out of the box).	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.	Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children connect numerals and number words with quantities.

Uses math concepts (more, less, some, many, all, a few, none, huge, tiny, small, smaller, large, larger) to compare quantities.	S. Number and counting; U. Measurement; L. Speaking	32. Counting: Children count things.; 33. Measurement: Children measure to describe, compare, and order things.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Mathematics — M 5.1.5 Number Sense, Counting, & Cardinality: Children compare quantities and describe whether a group has more, fewer, or the same number.; Mathematics — M 5.3.1 Measurement: Children compare and describe measurable attributes of objects.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
May count backwards from ten.	S. Number and counting	32. Counting: Children count things.; 31. Number words and symbols: Children recognize and use number words and symbols.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use number words in sequence and count with increasing accuracy.

Differentiates numerals from letters.	S. Number and counting; O. Alphabetic knowledge	31. Number words and symbols: Children recognize and use number words and symbols.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Mathematics — M 5.1.2 Number Sense, Counting, & Cardinality: Children recognize and name written numerals.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
Recognizes and names some numerals (pointing to written numerals named by adult).	S. Number and counting	31. Number words and symbols: Children recognize and use number words and symbols.	Mathematics — M 5.1.2 Number Sense, Counting, & Cardinality: Children recognize and name written numerals.
Writes and identifies some numerals named by adult.	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 5.1.2 Number Sense, Counting, & Cardinality: Children recognize and name written numerals.; Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.

				Uses meanings of numbers to create strategies for solving problems and responding to	S. Number and counting; B. Problem solving with materials	31. Number words and symbols: Children recognize and use number words and symbols.; 33. Part-whole relationships: Children combine and separate quantities of objects.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — M 5.2.1 Number Relationships & Operations: Children compose and decompose small quantities.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions.
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Goal 40	Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).	Birth to 8 months	Begins to show awareness of own body space.	FF. Knowledge of self and others I. Gross-motor skills	5. Sense of self: Children express a sense of self. 13. Moving the whole body: Children move the whole 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.
			Holds, handles, and plays with toys and objects (different sizes and shapes).	BB. Observing and classifying J. Fine-motor skills	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 33. Same and different: Children notice sameness and difference.	Science – 6.3.1 Children observe properties of materials and objects. Mathematics – Children notice similarities and differences among objects.
		6 to 18 months	Increases awareness of body space in relation to people and objects.	I. Gross-motor skills FF. Knowledge of self and others	13. Moving the whole body: Children move the whole body. 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. Mathematics – Children explore position and spatial relationships.

Groups/arranges a few objects by size (smaller and bigger), with assistance.	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children notice similarities and differences and sort or match objects.
Fills and empties containers with objects.	CC. Experimenting, predicting, and drawing conclusions	29. Filling and emptying: Children fill and empty, put in and take out.	Mathematics – Children explore quantity, capacity, and spatial relationships through play.
Nests two to three sequential cups or blocks.	B. Problem solving with materials BB. Observing and classifying	30. Taking apart and putting together: Children take things apart and fit them together. 33. Same and different: Children notice sameness and difference.	Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution. Mathematics – Children notice similarities and differences and sort or match objects.
Takes objects apart and attempts to put them together.	B. Problem solving with materials	30. Taking apart and putting together: Children take things apart and fit them together.	Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.

16 to 38 months	Uses size words, such as “many,” “big,” and “little,” appropriately.	L. Speaking BB. Observing and classifying	19. Speaking: Children speak. 33. Same and different: Children notice sameness and difference.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Mathematics – Children notice similarities and differences and compare objects.
	Fills and empties containers (with sand or water).	CC. Experimenting, predicting, and drawing conclusions	29. Filling and emptying: Children fill and empty, put in and take out.	Mathematics – Children explore quantity, capacity, and spatial relationships through play.
	Compares the size of various everyday objects (puts different people’s shoes side by side to see which is longest).	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children compare measurable attributes such as size and length.
	Identifies objects by a single characteristic such as big or small, heavy or light, and tall or short; with assistance.	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children notice similarities and differences and sort or match objects.

Looks at two objects and identifies which one is bigger or smaller.	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children compare measurable attributes such as size.
Explores measuring tools (measuring cup, ruler).	BB. Observing and classifying B. Problem solving with materials	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 2. Problem solving: Children solve problems encountered in exploration and play.	Mathematics – Children explore measurement concepts and tools. 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).
Demonstrates comparative behavior by nesting up to five cups.	B. Problem solving with materials BB. Observing and classifying	30. Taking apart and putting together: Children take things apart and fit them together. 33. Same and different: Children notice sameness and difference.	Mathematics – Children compare size and order objects by measurable attributes.
Orders objects by size, volume, height, weight, and length; with assistance.	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children compare and order objects by measurable attributes.

36 to 60 months	Engages in activities that explore and develop vocabulary for measurable properties such as length and weight, or capacity.	U. Measurement; L. Speaking	33. Measurement: Children measure to describe, compare, and order things.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Mathematics — M 5.3.1 Measurement: Children compare and describe measurable attributes of objects.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
	Compares amongst several objects based on one or more attributes (length, size, weight) using words such as “shorter”, “bigger”, or “lighter”.	U. Measurement; L. Speaking; BB. Observing and classifying	33. Measurement: Children measure to describe, compare, and order things.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.3.1 Measurement: Children compare and describe measurable attributes of objects.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.

Understands positional terms such as “between”, “inside”, “over”, “under”, and “behind”.	T. Geometry: Shapes and spatial awareness; M. Listening and comprehension	35. Spatial awareness: Children recognize spatial relationships among people and objects.; 21. Comprehension: Children understand language.	Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location by using positional, spatial, and directional words.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Sorts and classifies objects based on one or more attributes.	BB. Observing and classifying	46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
Orders objects by size, volume, height, weight, and length; with assistance.	U. Measurement	33. Measurement: Children measure to describe, compare, and order things.	Mathematics — M 5.3.1 Measurement: Children compare and describe measurable attributes of objects.

Measures objects using variable nonstandard units.	U. Measurement	33. Measurement: Children measure to describe, compare, and order things.	Mathematics — M 5.3.2 Measurement: Children use standard and nonstandard tools and units to measure objects.
Begins to measure objects using standard unit (one-inch cubes, paper clips).	U. Measurement	33. Measurement: Children measure to describe, compare, and order things.	Mathematics — M 5.3.2 Measurement: Children use standard and nonstandard tools and units to measure objects.
Uses measuring tools in play activities (measuring tape, measuring cups).	U. Measurement; EE. Tools and technology; AA. Pretend play	33. Measurement: Children measure to describe, compare, and order things.; 52. Tools and technology: Children explore and use tools and technology.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Mathematics — M 5.3.2 Measurement: Children use standard and nonstandard tools and units to measure objects.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.

Measures sand or water using a variety of containers.	U. Measurement; CC. Experimenting, predicting, and drawing conclusions	33. Measurement: Children measure to describe, compare, and order things.; 47. Experimenting: Children experiment to test their ideas.	Mathematics — M 5.3.2 Measurement: Children use standard and nonstandard tools and units to measure objects.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
Uses picture cookbook to follow sequence and measures amounts for cooking projects, with assistance.	M. Listening and comprehension; U. Measurement; D. Use of resources	21. Comprehension: Children understand language.; 33. Measurement: Children measure to describe, compare, and order things.; 5. Use of resources: Children gather information and formulate ideas about their world.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Mathematics — M 5.3.2 Measurement: Children use standard and nonstandard tools and units to measure objects.

					Uses some vocabulary in relationship to measurement tools (scale, cup, ruler). May not have accurate understanding of meaning.	U. Measurement; L. Speaking; EE. Tools and technology	33. Measurement: Children measure to describe, compare, and order things.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 52. Tools and technology: Children explore and use tools and technology.	Mathematics — M 5.3.2 Measurement: Children use standard and nonstandard tools and units to measure objects.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
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				Estimates size (e.g., “I’m as tall as the yellow bookshelf.”).	U. Measurement; L. Speaking	33. Measurement: Children measure to describe, compare, and order things.; 22. Speaking: Children express themselves using language.	Mathematics — M 5.3.1 Measurement: Children compare and describe measurable attributes of objects.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Goal 41	Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.	Birth to 8 months	Develops awareness of familiar sequences of events in daily routines.	C. Reflection G. Community	31. Memory: Children remember people and objects. 11. Group participation: Children participate in group routines.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.	
			Begins to develop expectations for familiar sequences of events in daily routines.	C. Reflection G. Community	31. Memory: Children remember people and objects. 11. Group participation: Children participate in group routines.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.	
			Feel, handle, and explore objects with a variety of textures, shapes, and sizes.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.	

				Responds to variations in sounds, smells, tastes, and touch.	BB. Observing and classifying M. Listening and comprehension	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 16. Listening and responding: Children listen and respond.	Science – 6.3.1 Children observe properties of materials and objects.
			6 to 18 months	Demonstrates expectations for familiar sequences of events in daily routines.	C. Reflection G. Community	31. Memory: Children remember people and objects. 11. Group participation: Children participate in group routines.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
				Groups a few objects by color, shape, or size; with assistance.	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children notice similarities and differences and sort or match objects.

Begins to match simple two- dimensional shapes in form board and puzzles.	BB. Observing and classifying B. Problem solving with materials	33. Same and different: Children notice sameness and difference. 30. Taking apart and putting together: Children take things apart and fit them together.	Mathematics – Children notice similarities and differences and sort or match objects. 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).
Reaches for utensils when food is placed in front of them.	K. Personal care and healthy behavior J. Fine-motor skills	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).	Physical Development and Health – Children participate in personal care routines with increasing independence. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

				Understands what clothing is for by putting clothing on like hats, socks, loose pants, and shirts.	K. Personal care and healthy behavior C. Reflection	3. Self-help: Children do things for themselves. 31. Memory: Children remember people and objects.	Physical Development and Health – Children participate in personal care routines with increasing independence. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
			16 to 38 months	Shows recognition of sequences of events or objects.	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
				Repeats actions in sequence such as finger-plays.	C. Reflection W. Music and movement	31. Memory: Children remember people and objects. 40. Moving to music: Children move to music.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Creative Arts – 9.3.1 Children respond to and participate in music and movement.

Plays with shape toys (the round beanbag goes in the round hole; the square beanbag goes in the square hole).	BB. Observing and classifying B. Problem solving with materials	33. Same and different: Children notice sameness and difference. 30. Taking apart and putting together: Children take things apart and fit them together.	Mathematics – Children notice similarities and differences and sort or match objects. 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).
Groups objects on the basis of visual characteristics (shape or color) or themes (functional uses such as items for scooping).	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children notice similarities and differences and sort or match objects.
Classifies everyday objects that go together (shoe/sock, pencil/paper, comb/brush).	BB. Observing and classifying C. Reflection	33. Same and different: Children notice sameness and difference. 31. Memory: Children remember people and objects.	Mathematics – Children notice similarities and differences and sort or match objects. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

With practice and development, uses groupings to create patterns.	BB. Observing and classifying	33. Same and different: Children notice sameness and difference.	Mathematics – Children notice similarities and differences and begin to recognize or create simple patterns.
Matches simple two-dimensional shapes in form board and puzzles (circles, squares, triangles).	BB. Observing and classifying B. Problem solving with materials	33. Same and different: Children notice sameness and difference. 30. Taking apart and putting together: Children take things apart and fit them together.	Mathematics – Children notice similarities and differences and sort or match objects. 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).

				Identifies two geometric shapes (circle, square).	BB. Observing and classifying L. Speaking	33. Same and different: Children notice sameness and difference. 19. Speaking: Children speak.	Mathematics – Children identify and describe simple shapes. 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 to 60 months	Compares shape and size of familiar objects.	T. Geometry: Shapes and spatial awareness; U. Measurement			34. Shapes: Children identify, name, and describe shapes.; 33. Measurement: Children measure to describe, compare, and order things.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.3.1 Measurement: Children compare and describe measurable attributes of objects.

Sorts and builds with two- and three-dimensional shapes (sphere, cube, cone).	T. Geometry: Shapes and spatial awareness; BB. Observing and classifying	34. Shapes: Children identify, name, and describe shapes.; 46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
Identifies and labels different kinds of two-dimensional shapes (square, circle, rectangle, triangle).	T. Geometry: Shapes and spatial awareness; L. Speaking	34. Shapes: Children identify, name, and describe shapes.; 22. Speaking: Children express themselves using language.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Draws and creates pictures using various shapes.	T. Geometry: Shapes and spatial awareness; X. Art	34. Shapes: Children identify, name, and describe shapes.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
Recognizes non-geometrical shapes in nature (clouds or other things that are not circles, squares, triangles).	T. Geometry: Shapes and spatial awareness; BB. Observing and classifying	34. Shapes: Children identify, name, and describe shapes.; 45. Observing: Children observe the materials and processes in their environment.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by making observations and describing what they notice.

Describes characteristics of familiar geometric and non- geometric shapes in the environment, with assistance.	T. Geometry: Shapes and spatial awareness; L. Speaking; BB. Observing and classifying	34. Shapes: Children identify, name, and describe shapes.; 22. Speaking: Children express themselves using language.; 45. Observing: Children observe the materials and processes in their environment.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by making observations and describing what they notice.
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					Puts together and takes apart shapes to make other shapes (use two triangles to make a rectangle with blocks).	T. Geometry: Shapes and spatial awareness; B. Problem solving with materials	34. Shapes: Children identify, name, and describe shapes.; 4. Problem solving: Children solve problems encountered in play.	Mathematics — M 5.4.2 Geometry & Spatial Awareness: Children transform (compose and decompose) shapes into new shapes or forms.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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Makes and describes patterns including serialization based on numbers, shapes, and size.	V. Patterns; U. Measurement; S. Number and counting; L. Speaking	38. Patterns: Children identify, describe, copy, complete, and create patterns.; 33. Measurement: Children measure to describe, compare, and order things.; 31. Number words and symbols: Children recognize and use number words and symbols.; 22. Speaking: Children express themselves using language.	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.; Mathematics — M 5.3.1 Measurement: Children compare and describe measurable attributes of objects.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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				Predicts what comes next in a pattern and completes the pattern.	V. Patterns; CC. Experimenting, predicting, and drawing conclusions	38. Patterns: Children identify, describe, copy, complete, and create patterns.; 48. Predicting: Children predict what they expect will happen.	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by making simple predictions and describing what they notice.
				Creates or extends a complex pattern with more than two repeating elements.	V. Patterns	38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
Science	Goal 42	Children observe, describe, and collect information by exploring the world around them.	Birth to 8 months	Observes physical relationships using the senses (turns head toward sounds, mouthing, grasping, reaching).	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

Shows interest in surroundings by focusing on familiar faces, objects in close proximity (including plants and animals), and events.	BB. Observing and classifying E. Building relationships with adults	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 6. Relationships with adults: Children build relationships with other adults.	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.
Demonstrates/indicates individual needs (hunger, thirst).	K. Personal care and healthy behavior L. Speaking	3. Self-help: Children do things for themselves. 17. Nonverbal communication: Children communicate nonverbally.	Physical Development and Health – Children participate in health and personal care routines 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.

	Begins to demonstrate an awareness that people or objects exist after they are no longer present (beginning of object permanence).	C. Reflection	31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
6 to 18 months	Demonstrates interest in surroundings by focusing on familiar and unfamiliar faces, objects in different environmental settings (including plants and animals), and events.	BB. Observing and classifying E. Building relationships with adults	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 6. Relationships with adults: Children build relationships with other adults.	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.
	Notices and begins to express individual wants and needs.	L. Speaking FF. Knowledge of self and others	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 5. Sense of self: Children express a sense of self.	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.

After repeated exposure to the same toys and objects, begins to explore new ways of using these materials.	A. Initiative and planning B. Problem solving with materials	1. Initiative: Children express initiative. 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. 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).
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Begins to notice and label objects and events in the environment.	BB. Observing and classifying L. Speaking	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak.	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.
Enjoys outdoor play.	A. Initiative and planning I. Gross-motor skills	1. Initiative: Children express initiative. 13. Moving the whole body: Children move the whole body.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

Observes, and may play with and describe water, sand, and mud.	BB. Observing and classifying L. Speaking	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
Observes and describes sun and clouds (sun is bright, clouds are white).	BB. Observing and classifying L. Speaking	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.
Begins to integrate the simultaneous use of more than one sense (uses sight, touch, and hearing by examining and shaking a toy).	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
Uses senses to explore characteristics of certain living things (scent of flower, rough texture of tree bark).	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.

				Shows some understanding of object permanence; looking for people and objects that have disappeared, with assistance.	C. Reflection B. Problem solving with materials	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play.	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).
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16 to 38 months	With continued exposure to the same toys and objects, explores new and multiple ways of using these materials.	A. Initiative and planning B. Problem solving with materials	1. Initiative: Children express initiative. 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. 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).
	Enjoys and expands on choices for outdoor play.	A. Initiative and planning I. Gross-motor skills	1. Initiative: Children express initiative. 13. Moving the whole body: Children move the whole body.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

Enjoys playing with, exploring, and experimenting with water, sand, and mud.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Science – 6.3.2 Children notice how objects move and change.
Notices, understands, and expresses individual wants and needs.	L. Speaking FF. Knowledge of self and others	19. Speaking: Children speak. 5. Sense of self: Children express a sense of self.	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.
Demonstrates curiosity about the natural environment and identifies or labels the earth's materials.	BB. Observing and classifying L. Speaking	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

Uses senses to identify details of similarities and differences through observation and exploration.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 33. Same and different: Children notice sameness and difference.	Science – 6.3.1 Children observe properties of materials and objects. Mathematics – Children notice similarities and differences and sort or match objects.
Explores and investigates physical properties of living and nonliving things.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
Demonstrates increased understanding of object permanence; looking for people and objects that have disappeared.	C. Reflection B. Problem solving with materials	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play.	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 to 60 months	Shows interest and curiosity in exploring, investigating, and words to describe living and nonliving things.	A. Initiative and planning; D. Use of resources; BB. Observing and classifying; L. Speaking	1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.; 45. Observing: Children observe the materials and processes in their environment.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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				Uses senses to explore materials, objects, and natural phenomena (sand, pine cones, crawling ants).	BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions	45. Observing: Children observe the materials and processes in their environment.; 47. Experimenting: Children experiment to test their ideas.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
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				Makes comparisons and calls attention to details; and with adult assistance, explores the ways in which things are alike and different (notices how shells are the same or different; notices objects that float or sink; listens to different sounds that animals make).	BB. Observing and classifying; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 46. Classifying: Children classify materials, actions, people, and events.; 22. Speaking: Children express themselves using language.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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					Notices, describes, and predicts changes in the environment (dark clouds mean possible rain).	BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 48. Predicting: Children predict what they expect will happen.; 22. Speaking: Children express themselves using language.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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				Observes, compares, classifies, measures, and communicates observations of events and objects.	BB. Observing and classifying; U. Measurement; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 46. Classifying: Children classify materials, actions, people, and events.; 33. Measurement: Children measure to describe, compare, and order things.; 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Mathematics — M 5.3.1 Measurement: Children compare and describe measurable attributes of objects.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Explores earth science, physical science, and life science through observations and experimentation with concrete objects.	BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions	45. Observing: Children observe the materials and processes in their environment.; 47. Experimenting: Children experiment to test their ideas.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
Begins to use simple tools (magnifiers, lenses, droppers) for exploration and investigation.	EE. Tools and technology; D. Use of resources; CC. Experimenting, predicting, and drawing conclusions	52. Tools and technology: Children explore and use tools and technology.; 5. Use of resources: Children gather information and formulate ideas about their world.; 47. Experimenting: Children experiment to test their ideas.	Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.

Predicts the outcome of an investigation based on observation or experience.	CC. Experimenting, predicting, and drawing conclusions; C. Reflection; BB. Observing and classifying	48. Predicting: Children predict what they expect will happen.; 6. Reflection: Children reflect on their experiences.; 45. Observing: Children observe the materials and processes in their environment.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
Demonstrates respect for living things (watering plants, trying to avoid stepping on anthills).	BB. Observing and classifying; G. Community	45. Observing: Children observe the materials and processes in their environment.; 11. Community: Children participate in the community of the classroom.	Science — S 6.2.1 Life Science: Children demonstrate an emerging understanding of living things and their needs.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

				Explores answers to questions, and forms new questions or conclusions.	D. Use of resources; CC. Experimenting, predicting, and drawing conclusions; L. Speaking	5. Use of resources: Children gather information and formulate ideas about their world.; 47. Experimenting: Children experiment to test their ideas.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; 22. Speaking: Children express themselves using language.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Goal 43	Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.	Birth to 8 months	Uses senses to begin understanding cause and effect during daily experiences and routines.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.1 Children observe properties of materials and objects. Science – 6.3.2 Children notice how objects move and change.
			Shows surprise when events occur that do not follow expected sequences (shows surprise when a ball rolls into a tube and does not roll out at the opposite end) that may suggest the beginning of object permanence.	C. Reflection CC. Experimenting, predicting, and drawing conclusions	31. Memory: Children remember people and objects. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Science – 6.3.2 Children notice how objects move and change.
			Begins to observe and predict the people, objects, and events in the world around them.	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice. Science – 6.3.2 Children notice how objects move and change.

6 to 18 months	Uses senses and initial attempts at trial and error to solve problems.	B. Problem solving with materials BB. Observing and classifying	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.	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 – 6.3.1 Children observe properties of materials and objects.
	Attempts to repeat cause and effect events.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.

Observes, describes, and begins to predict the world around them.	BB. Observing and classifying L. Speaking CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	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.
Shows surprise when events occur that do not follow expected sequences.	C. Reflection D. Emotions	31. Memory: Children remember people and objects. 8. Emotions: Children express emotions.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.

With increased motor skills, actively pursues an object that disappears in an unusual location (object permanence).	C. Reflection B. Problem solving with materials I. Gross-motor skills	31. Memory: Children remember people and objects. 2. Problem solving: Children solve problems encountered in exploration and play. 13. Moving the whole body: Children move the whole body.	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). Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
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Begins to problem solve when they use a series of actions, an object, or a caregiver to reach a goal (pulling a string to reach an attached toy).	B. Problem solving with materials E. Building relationships with adults	2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationships with adults: Children build relationships with other 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). Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Imitates a caregiver's action(s) to solve a problem.	B. Problem solving with materials AA. Pretend play	2. Problem solving: Children solve problems encountered in exploration and play. 36. Imitating and pretending: Children imitate and pretend.	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.

				Begins using trial and error to find a solution to a problem.	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving: Children solve problems encountered in exploration and play. 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). Science – 6.3.2 Children notice how objects move and change.
			16 to 38 months	Uses senses, and trial and error to solve problems.	B. Problem solving with materials BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	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. 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). Science – 6.3.1 Children observe properties of materials and objects.

Expands on their ability to observe, describe, and predict the world around them.	BB. Observing and classifying L. Speaking CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 19. Speaking: Children speak. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	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.
Increases problem solving as they use a series of actions, an object, or a caregiver to reach a goal (pulling a string to reach an attached toy) or intentional outcome.	B. Problem solving with materials E. Building relationships with adults	2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationships with adults: Children build relationships with other 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). Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

				Imitates and begins to vary a caregiver's action(s) to solve a problem.	B. Problem solving with materials AA. Pretend play	2. Problem solving: Children solve problems encountered in exploration and play. 36. Imitating and pretending: Children imitate and pretend.	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.
				Uses trial and error to find possible solutions to a problem (moving a puzzle piece around to find the right place).	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving: Children solve problems encountered in exploration and play. 30. Taking apart and putting together: Children take things apart and fit them together. 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). Technology and Engineering – 7.2.2 Children engage in the engineering design process by building, noticing a problem, and seeking a solution.

36 to 60 months	Uses senses and develops strategies (from trial and error) to solve problems.	B. Problem solving with materials; BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions	4. Problem solving: Children solve problems encountered in play.; 45. Observing: Children observe the materials and processes in their environment.; 47. Experimenting: Children experiment to test their ideas.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
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Explores the use of investigative tools to extend the senses in a trial and error fashion.	EE. Tools and technology; D. Use of resources; CC. Experimenting, predicting, and drawing conclusions	52. Tools and technology: Children explore and use tools and technology.; 5. Use of resources: Children gather information and formulate ideas about their world.; 47. Experimenting: Children experiment to test their ideas.	Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
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Eagerly observes, describes, and predicts the world around them.	BB. Observing and classifying; CC. Experimenting, predicting, and drawing conclusions; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 48. Predicting: Children predict what they expect will happen.; 22. Speaking: Children express themselves using language.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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As child investigates new phenomena, makes progress from trial and error toward a more systematic approach to problem solving.	B. Problem solving with materials; CC. Experimenting, predicting, and drawing conclusions; C. Reflection	4. Problem solving: Children solve problems encountered in play.; 47. Experimenting: Children experiment to test their ideas.; 6. Reflection: Children reflect on their experiences.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
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				More apt to verbalize observations than ask meaningful questions.	BB. Observing and classifying; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 22. Speaking: Children express themselves using language.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by making observations and describing what they notice.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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					Uses questioning as a way to engage conversation rather than as an intended means for gathering information.	L. Speaking; F. Building relationships with other children; E. Building relationships with adults	22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Shows curiosity and interest about familiar/unfamiliar and living/nonliving things.	A. Initiative and planning; D. Use of resources; BB. Observing and classifying	1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.; 45. Observing: Children observe the materials and processes in their environment.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
Begins to demonstrate respect for living things.	G. Community; BB. Observing and classifying	11. Community: Children participate in the community of the classroom.; 45. Observing: Children observe the materials and processes in their environment.	Science — S 6.2.1 Life Science: Children demonstrate an emerging understanding of living things and their needs.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world.	CC. Experimenting, predicting, and drawing conclusions; BB. Observing and classifying	48. Predicting: Children predict what they expect will happen.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; 47. Experimenting: Children experiment to test their ideas.; 45. Observing: Children observe the materials and processes in their environment.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
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Compares their predictions with actual observations.	CC. Experimenting, predicting, and drawing conclusions; BB. Observing and classifying; C. Reflection	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.; 6. Reflection: Children reflect on their experiences.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
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				Begins making predictions about changes in the environment that lead to generalizations based on understanding.	CC. Experimenting, predicting, and drawing conclusions; C. Reflection	48. Predicting: Children predict what they expect will happen.; 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; 6. Reflection: Children reflect on their experiences.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
Social Studies	Goal 44	Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their	Birth to 8 months	Recognizes and responds to familiar people, places, activities, and events (smiles when dad enters the room).	E. Building relationships with adults C. Reflection	6. Relationships with adults: Children build relationships with other adults. 31. Memory: Children remember people and objects.	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.

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Begins to anticipate a familiar setting, group, or routines with trusted primary caregivers.	E. Building relationships with adults G. Community C. Reflection	5. Attachment: Children form an attachment to a primary caregiver. 11. Group participation: Children participate in group routines. 31. Memory: Children remember people and objects.	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.
Responds to a familiar sequence of events in daily routines.	G. Community C. Reflection	11. Group participation: Children participate in group routines. 31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Begins to demonstrate awareness and response to familiar activities (songs, stories, lullaby) from the home culture.	G. Community Q. Book enjoyment and knowledge W. Music and movement	11. Group participation: Children participate in group routines. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 40. Moving to music: Children move to music.	Language and Literacy – 4.5.2 Children engage with books read by adults. Creative Arts – 9.3.1 Children respond to and participate in music and movement.

Shows trust in a relationship dependent on wants and needs satisfied by caregivers.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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.
Looks to where things are located in the environment.	BB. Observing and classifying	28. Locating objects: Children explore and notice the location of objects.	Mathematics – Children explore position and spatial relationships.
Begins to recognize that people move in and out of their immediate environment.	C. Reflection E. Building relationships with adults	31. Memory: Children remember people and objects. 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.
Shows preferences for one adult over another.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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.

	Responds to others emotions (happy, sad, angry, excited, tense).	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
6 to 18 months	Recognizes and responds to familiar people, places, activities, and events (runs to mother for comfort; reaches out for favorite toy).	E. Building relationships with adults C. Reflection	5. Attachment: Children form an attachment to a primary caregiver. 31. Memory: Children remember people and objects.	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.
	Demonstrates awareness of self and body image (enjoys mirror image and movement).	FF. Knowledge of self and others I. Gross-motor skills	5. Sense of self: Children express a sense of self. 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.

Anticipates, demonstrates, and begins to express enjoyment in response to a familiar setting, group, or routines with trusted primary caregivers.	E. Building relationships with adults G. Community D. Emotions	5. Attachment: Children form an attachment to a primary caregiver. 11. Group participation: Children participate in group routines. 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.
Demonstrates expectations for familiar sequence of events in daily routines.	G. Community C. Reflection	11. Group participation: Children participate in group routines. 31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Demonstrates awareness and responds to familiar activities (songs and stories) from the home culture.	G. Community Q. Book enjoyment and knowledge W. Music and movement	11. Group participation: Children participate in group routines. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 40. Moving to music: Children move to music.	Language and Literacy – 4.5.2 Children engage with books read by adults. Creative Arts – 9.3.1 Children respond to and participate in music and movement.

	Develops and maintains trusting relationships with primary caregivers and family members.	E. Building relationships with adults	5. Attachment: Children form an attachment to a primary caregiver. 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.
	Begins to engage in cooperative pretend play with peers around familiar activities and routines (cooking, cleaning, yard work).	AA. Pretend play F. Building relationships with other children	36. Imitating and pretending: Children imitate and pretend. 7. Relationships with peers: Children build relationships with peers.	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.
	Increases awareness of where things are located in the environment.	BB. Observing and classifying	28. Locating objects: Children explore and notice the location of objects.	Mathematics – Children explore position and spatial relationships.
16 to 38 months	Begins to recognize and associate different environments, activities, and routines with different people needed to develop awareness of group membership.	G. Community FF. Knowledge of self and others C. Reflection	11. Group participation: Children participate in group routines. 4. Distinguishing self and others: Children distinguish themselves from others. 31. Memory: Children remember people and objects.	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.

Points to, identifies, and describes self and others' mirror images.	FF. Knowledge of self and others L. Speaking	5. Sense of self: Children express a sense of self. 4. Distinguishing self and others: Children distinguish themselves from others. 19. Speaking: Children speak.	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.
Begins to make predictions about what may happen, and connects new experiences to past experiences (understands that a parent goes to work and later returns home).	C. Reflection CC. Experimenting, predicting, and drawing conclusions	31. Memory: Children remember people and objects. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Science – 6.3.2 Children notice how objects move and change.
Shows recognition of simple sequence in events (naptime is after lunch).	G. Community C. Reflection	11. Group participation: Children participate in group routines. 31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.

Actively selects and participates in activities and routines with peers and adults.	A. Initiative and planning G. Community F. Building relationships with other children E. Building relationships with adults	1. Initiative: Children express initiative. 11. Group participation: Children participate in group routines. 7. Relationships with peers: Children build relationships with peers. 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 – 2.2.1 Children show interest in and interact with children and adults.
Increases understanding of where things are located in the environment (outdoor shoes are kept in cubbies; dishes are stored in the kitchen).	BB. Observing and classifying C. Reflection	28. Locating objects: Children explore and notice the location of objects. 31. Memory: Children remember people and objects.	Mathematics – Children explore position and spatial relationships. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Maintains trusting relationships with caregivers and begins developing trusting relationships with peers.	E. Building relationships with adults F. Building relationships with other children	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.

				Actively selects and engages in	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
			36 to 60 months	Understands knowledge and mental relationships used during role play based on home and family themes (playing house, using tools, caring for those who are sick).	AA. Pretend play; FF. Knowledge of self and others; G. Community	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 7. Self-identity: Children have a positive self-identity.; 11. Community: Children participate in the community of the classroom.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among 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.

				Begins to use play money for items in role play situations (play store).	AA. Pretend play; S. Number and counting	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 31. Number words and symbols: Children recognize and use number words and symbols.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Mathematics — M 5.1.2 Number Sense, Counting, & Cardinality: Children recognize and name written numerals.
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Uses the term “buy.”	L. Speaking; G. Community	23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.; 11. Community: Children participate in the community of the classroom.	Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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Recognizes that people rely on others for goods and services (mail delivery, health care, market).	G. Community; FF. Knowledge of self and others	11. Community: Children participate in the community of the classroom.; 7. Self-identity: Children have a positive self-identity.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
Recognizes and uses spatial concepts concerning the beginning and end of an event.	HH. History; T. Geometry: Shapes and spatial awareness	57. History: Children understand past, present, and future.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.	Social Studies — SS 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.; Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location by using positional, spatial, and directional words.

					Recalls information about the immediate past.	HH. History; C. Reflection	57. History: Children understand past, present, and future.; 6. Reflection: Children reflect on their experiences.	Social Studies — SS 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
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				Uses vocabulary associated with time and sequence (now, today, later) during daily routines and activities.	HH. History; L. Speaking	57. History: Children understand past, present, and future.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 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.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Constructs geographic concepts and meanings in relation to self and community (the library book is returned to the library a block from home; uses blocks to construct buildings on Main Street).	GG. Geography; AA. Pretend play; FF. Knowledge of self and others	56. Geography: Children recognize and interpret features and locations in their environment.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 7. Self-identity: Children have a positive self-identity.	Social Studies — SS 8.3.1 Geography: Children describe the location of people, places, and things using increasingly specific spatial language.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
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Discusses different people, places, and regions as experienced through books, videos, television.	GG. Geography; D. Use of resources; L. Speaking	56. Geography: Children recognize and interpret features and locations in their environment.; 5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.	Social Studies — SS 8.3.1 Geography: Children describe the location of people, places, and things using increasingly specific spatial language.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.
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				Role-plays with simple machines and transportation toys (using tape measure in road construction with blocks).	AA. Pretend play; EE. Tools and technology; GG. Geography	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 52. Tools and technology: Children explore and use tools and technology.; 56. Geography: Children recognize and interpret features and locations in their environment.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.; Social Studies — SS 8.3.1 Geography: Children describe the location of people, places, and things using increasingly specific spatial language.
Goal 45	Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities	Birth to 8 months	Shows awareness of change and routine with emotional response. May object to changes.	D. Emotions G. Community	8. Emotions: Children express emotions. 11. Group participation: Children participate in group routines.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.	
			Watches familiar people and responds in relation to their emotions.	D. Emotions E. Building relationships with adults	8. Emotions: Children express emotions. 6. Relationships with adults: Children build relationships with other adults.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.	

			(successful citizenship).		Begins to indicate the need for assistance (crying, vocalizing, gesturing) to adults and caregivers.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 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.
				6 to 18 months	Indicates the need for assistance (crying, vocalizing, gesturing) to adults and caregivers.	E. Building relationships with adults L. Speaking	6. Relationships with adults: Children build relationships with other adults. 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.
					Comforts self by sucking, stroking, or hugging familiar objects (blankets or toys).	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

Responds to emotions expressed by others (crying when others cry).	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.
Follows simple directions or requests made by caregivers.	M. Listening and comprehension E. Building relationships with adults	16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other adults.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Looks to caregivers for assistance and guidance, when needed.	E. Building relationships with adults	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.
Begins to become aware of boundaries for people, objects, activities, and settings (must sit in stroller; dog walks on a leash).	G. Community K. Personal care and healthy behavior	11. Group participation: Children participate in group routines. 3. Self-help: Children do things for themselves.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Physical Development and Health – Children participate in basic safety practices with adult support.

				May show interest in self help skills like feeding and dressing themselves.	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 personal care routines with increasing independence. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
				May show interest in helping with household and classroom chores like clearing their spot, feeding the dog, sweeping, and cleaning dishes.	G. Community A. Initiative and planning	11. Group participation: Children participate in group routines. 1. Initiative: Children express initiative.	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.

16 to 38 months	Actively seeks assistance by approaching adults and using words to express emotions.	E. Building relationships with adults L. Speaking D. Emotions	6. Relationships with adults: Children build relationships with other adults. 19. Speaking: Children speak. 8. Emotions: Children express emotions.	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.
	Comforts self, as needed, using familiar objects.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
	Responds to others' expressed emotions in more complex ways (comforting another child).	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.
	Begins to participate as a group member of a family or classroom community (helps clean up, helps prepare snack).	G. Community F. Building relationships with other children	11. Group participation: Children participate in group routines. 7. Relationships with peers: Children build relationships with peers.	Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

Increases awareness of physical/spatial boundaries (must stay in nursery room; sit at table to eat snack).	G. Community I. Gross-motor skills	11. Group participation: Children participate in group routines. 13. Moving the whole body: Children move the whole body.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Helps with family, school, and community routines, with adult encouragement and assistance.	G. Community A. Initiative and planning	11. Group participation: Children participate in group routines. 1. Initiative: Children express initiative.	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.
May engage in pretend “house” play helping with cleaning, cooking, mowing, painting.	AA. Pretend play G. Community	36. Imitating and pretending: Children imitate and pretend. 11. Group participation: Children participate in group routines.	Creative Arts – 9.4.1 Children participate in play scenarios.

				May show interest in community or neighborhood routines (garbage truck, mail truck, lawn mowing, street sweeper).	G. Community BB. Observing and classifying	11. Group participation: Children participate in group routines. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Social Studies – Children demonstrate awareness of familiar people, places, and community routines.
			36 to 60 months	Shows increased ability to recognize own feelings, control behavior, and follow simple rules and limits.	D. Emotions; G. Community	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.	Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

Shows increasing ability to choose acceptable behaviors in group situations.	D. Emotions; G. Community	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
Shows increased capacity to monitor own behavior; following and contributing to classroom procedures.	D. Emotions; G. Community	9. Emotions: Children recognize, label, and regulate their feelings.; 11. Community: Children participate in the community of the classroom.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

Uses most materials safely and purposefully in different contexts and settings.	G. Community; EE. Tools and technology	11. Community: Children participate in the community of the classroom.; 52. Tools and technology: Children explore and use tools and technology.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.
Manages most transitions and changes in routines.	G. Community; D. Emotions	11. Community: Children participate in the community of the classroom.; 9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.1.2 Self-Regulation: Children regulate their emotions and behavior with increasing independence.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

Recognizes their roles as part of a group.	G. Community; FF. Knowledge of self and others	11. Community: Children participate in the community of the classroom.; 7. Self-identity: Children have a positive self-identity.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
Shows awareness of group rules and the ability to follow rules.	G. Community	11. Community: Children participate in the community of the classroom.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

Begins to understand reasons or logic assigned to different rules.	G. Community; C. Reflection	11. Community: Children participate in the community of the classroom.; 6. Reflection: Children reflect on their experiences.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
Begins to demonstrate respect for rules at home, school, and community.	G. Community	11. Community: Children participate in the community of the classroom.	Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

Observes that people have needs and wants.	FF. Knowledge of self and others; BB. Observing and classifying	7. Self-identity: Children have a positive self-identity.; 45. Observing: Children observe the materials and processes in their environment.	Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by making observations and describing what they notice.
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				Begins to initiate sharing with the support of adults.	F. Building relationships with other children; H. Conflict resolution	12. Building relationships: Children build relationships with other children and adults.; 15. Conflict resolution: Children resolve social conflicts.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Social and Emotional Learning — SE 2.2.3 Social-Awareness and Relationships: Children use positive strategies to resolve social problems independently and/or engage in HighScope's six steps to conflict resolution.
Creative Arts	Goal 46	Children use creative arts to express and represent what they know, think, believe, or feel.	Birth to 8 months	Gazes at pictures, photographs, and mirror images.	N. Phonological awareness W. Music and movement BB. Observing and classifying	41. Sounds: Children explore and imitate sounds. 40. Moving to music: Children move to music. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Science – 6.3.1 Children observe properties of materials and objects.

Seeks visual complexity such as light and dark or strong patterns. Visually tracks moving colorful objects or persons.	E. Building relationships with adults F. Building relationships with other children L. Speaking	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers. 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.
Enjoys repetition.	BB. Observing and classifying D. Emotions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 8. Emotions: Children express emotions.	Science – 6.3.1 Children observe properties of materials and objects. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

				Imitates sounds, facial expressions, and gestures of another person.	Q. Book enjoyment and knowledge W. Music and movement X. Art	20. Exploring print: Children explore picture books and magazines. 40. Moving to music: Children move to music. 37. Exploring art materials: Children explore building and art materials.	Language and Literacy – 4.5.2 Children engage with books read by adults. Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
				Responds to music and dancing in caregiver's arms.	W. Music and movement N. Phonological awareness	40. Moving to music: Children move to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Language and Literacy – Children participate in familiar rhymes and songs.
			6 to 18 months	Experiments with a variety of sound sources (rattles, bells).	W. Music and movement C. Reflection	40. Moving to music: Children move to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 31. Memory: Children remember people and objects.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

Explores sounds by making changes in pitch and loudness, and mimicking animal sounds.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 33. Same and different: Children notice sameness and difference.	Science – 6.3.1 Children observe properties of materials and objects.
Exhibits an increased variety of movements to express self using different body parts.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
Dances or moves to music.	X. Art	37. Exploring art materials: Children explore building and art materials.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
Imitates sounds or actions of an animal or object.	X. Art BB. Observing and classifying	37. Exploring art materials: Children explore building and art materials. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.

				Experiments with a variety of art materials (paint, markers, crayons, pencils).	W. Music and movement AA. Pretend play	40. Moving to music: Children move to music. 36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.4.1 Children participate in play scenarios.
				Shows preferences for colors, textures, shapes, and sizes.	W. Music and movement AA. Pretend play	40. Moving to music: Children move to music. 36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.4.1 Children participate in play scenarios.
				Tries on dress-ups and simple costumes for play, dancing, or just for the sake of trying on the item.	Q. Book enjoyment and knowledge P. Reading	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.	Language and Literacy – 4.5.2 Children engage with books read by adults.

16 to 38 months	Makes up rhymes and songs.	X. Art J. Fine-motor skills R. Writing	37. Exploring art materials: Children explore building and art materials. 42. Marks and scribbles: Children make marks and scribbles.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.
	Uses a variety of materials for tactile experience and exploration (paint, glue, 3-dimensional materials, musical instruments, dance).	N. Phonological awareness W. Music and movement BB. Observing and classifying	41. Sounds: Children explore and imitate sounds. 40. Moving to music: Children move to music. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Science – 6.3.1 Children observe properties of materials and objects.

Engages in messy play activities such as painting, water-play, and building sand structures.	E. Building relationships with adults F. Building relationships with other children L. Speaking	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers. 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.
Engages in the artistic process with enthusiasm.	BB. Observing and classifying D. Emotions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 8. Emotions: Children express emotions.	Science – 6.3.1 Children observe properties of materials and objects. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

Explores various ways of moving with or without music.	Q. Book enjoyment and knowledge W. Music and movement X. Art	20. Exploring print: Children explore picture books and magazines. 40. Moving to music: Children move to music. 37. Exploring art materials: Children explore building and art materials.	Language and Literacy – 4.5.2 Children engage with books read by adults. Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
Explores simple songs using voice and/or instruments.	W. Music and movement N. Phonological awareness	40. Moving to music: Children move to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Language and Literacy – Children participate in familiar rhymes and songs.
Makes up songs and uses the voice as the primary instrument.	W. Music and movement C. Reflection	40. Moving to music: Children move to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 31. Memory: Children remember people and objects.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

Engages in pretend play with hats, clothing props, shoes, purses, and other props.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 33. Same and different: Children notice sameness and difference.	Science – 6.3.1 Children observe properties of materials and objects.
Enjoys picture books; especially with photographs of familiar objects or places.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.	X. Art	37. Exploring art materials: Children explore building and art materials.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
Uses objects for more than one purpose (big hat used for a baby carrier).	X. Art BB. Observing and classifying	37. Exploring art materials: Children explore building and art materials. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.

36 to 60 months	Participates in group music experiences (sings, finger plays, chants, musical instruments).	Y. Music; G. Community	41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 11. Community: Children participate in the community of the classroom.	Creative Arts — CA 9.2.1 Music: Children create and respond to music through singing, playing instruments, and other musical experiences.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
	Explores simple songs using voice and/or instruments.	Y. Music; A. Initiative and planning	41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 1. Initiative: Children demonstrate initiative as they explore their world.	Creative Arts — CA 9.2.1 Music: Children create and respond to music through singing, playing instruments, and other musical experiences.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.

Remembers the words to an oft- repeated song.	Y. Music; C. Reflection; M. Listening and comprehension	41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 6. Reflection: Children reflect on their experiences.; 21. Comprehension: Children understand language.	Creative Arts — CA 9.2.1 Music: Children create and respond to music through singing, playing instruments, and other musical experiences.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
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					Makes up songs and uses the voice as the primary instrument.	Y. Music; L. Speaking	41. Music: Children express and represent what they observe, think, imagine, and feel through music; 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.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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				Asks to sing a particular song.	Y. Music; A. Initiative and planning; L. Speaking	41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 1. Initiative: Children demonstrate initiative as they explore their world.; 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.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Participates freely in dramatic play activities (pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life).	AA. Pretend play; Z. Movement; C. Reflection	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.; 6. Reflection: Children reflect on their experiences.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Creative Arts — CA 9.3.1 Expressive Movement: Children create movement sequences.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
Tries one type of art many times (painting at easel several days in a row, using different colors, or covering the whole paper with paint).	X. Art; C. Engagement	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 3. Engagement: Children focus on activities that interest them.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.

Uses a variety of media and tools to create original works of art.	X. Art; EE. Tools and technology; A. Initiative and planning	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 52. Tools and technology: Children explore and use tools and technology.; 1. Initiative: Children demonstrate initiative as they explore their world.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Technology & Engineering — TE 7.1.1 Tools & Technology: Children select and use analog tools safely in their attempt to accomplish goals and solve problems.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.
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Creates art work with details representing ideas, experiences, and feelings.	X. Art; C. Reflection; D. Emotions	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.; 9. Emotions: Children recognize, label, and regulate their feelings.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
Performs simple elements of drama (audience, actors, stage).	AA. Pretend play; G. Community	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.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

				Pretends to be on stage and uses a microphone to sing.	AA. Pretend play; Y. Music	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 41. Music: Children express and represent what they observe, think, imagine, and feel through music.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Creative Arts — CA 9.2.1 Music: Children create and respond to music through singing, playing instruments, and other musical experiences.
				Uses clay and other medium to create three-dimensional sculptures.	X. Art; J. Fine-motor skills	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 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 initiate and lead as they create 2-D and 3-D art representations.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.

Goal 47	Children demonstrate understanding and appreciation of creative arts.	Birth to 8 months	Shows interest in sounds, tones, voices, music, colors, and shapes.	N. Phonological awareness W. Music and movement BB. Observing and classifying	41. Sounds: Children explore and imitate sounds. 40. Moving to music: Children move to music. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Science – 6.3.1 Children observe properties of materials and objects.
			Interacts with others through touch and motion.	E. Building relationships with adults F. Building relationships with other children L. Speaking	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers. 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.
			Reacts to sensory aspects of light, sound, color, texture, and movement.	BB. Observing and classifying D. Emotions	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 8. Emotions: Children express emotions.	Science – 6.3.1 Children observe properties of materials and objects. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

6 to 18 months	May enjoy looking at children's books of dance, music, theatre, and visual arts.	Q. Book enjoyment and knowledge W. Music and movement X. Art	20. Exploring print: Children explore picture books and magazines. 40. Moving to music: Children move to music. 37. Exploring art materials: Children explore building and art materials.	Language and Literacy – 4.5.2 Children engage with books read by adults. Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
	May enjoy rhythms and songs.	W. Music and movement N. Phonological awareness	40. Moving to music: Children move to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Language and Literacy – Children participate in familiar rhymes and songs.
	Prefers repetition of familiar songs and rhythmic patterns.	W. Music and movement C. Reflection	40. Moving to music: Children move to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 31. Memory: Children remember people and objects.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

	Responds to light, color, patterns, and textures.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 33. Same and different: Children notice sameness and difference.	Science – 6.3.1 Children observe properties of materials and objects.
	May show interest in tactile experiences like sand, water, mud, and soft or hard surfaces.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.
	May show interest in art materials (crayons, markers, pens, paper, notebooks).	X. Art	37. Exploring art materials: Children explore building and art materials.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
16 to 38 months	Observes and responds to artwork produced by other individuals and/or cultures.	X. Art BB. Observing and classifying	37. Exploring art materials: Children explore building and art materials. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.

Imitates movement after participating in or watching others perform games, dance, or songs.	W. Music and movement AA. Pretend play	40. Moving to music: Children move to music. 36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.4.1 Children participate in play scenarios.
Exhibits interest when watching musical, dance, or theatre performances by other individuals.	W. Music and movement AA. Pretend play	40. Moving to music: Children move to music. 36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Creative Arts – 9.4.1 Children participate in play scenarios.
Identifies favorite storybook characters.	Q. Book enjoyment and knowledge P. Reading	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.	Language and Literacy – 4.5.2 Children engage with books read by adults.

				May show interest and work with different art materials like play dough, crayons, markers, scissors, pens, paper, notebooks, book making.	X. Art J. Fine-motor skills R. Writing	37. Exploring art materials: Children explore building and art materials. 42. Marks and scribbles: Children make marks and scribbles.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.
			36 to 60 months	Watches other children dance and then tries to mimic the dance steps.	Z. Movement; BB. Observing and classifying	42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.; 45. Observing: Children observe the materials and processes in their environment.	Z. Movement; BB. Observing and classifying

Listens attentively at a children's concert, play, or puppet show.	M. Listening and comprehension; Y. Music; AA. Pretend play	21. Comprehension: Children understand language.; 41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	M. Listening and comprehension; Y. Music; AA. Pretend play
Hums or moves to the rhythm of recorded 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.	Y. Music; Z. Movement

					Shares various forms of art found in own environment.	X. Art; L. Speaking; D. Use of resources	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.; 5. Use of resources: Children gather information and formulate ideas about their world.	X. Art; L. Speaking; D. Use of resources
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					Wonders about or asks questions about works of art, paintings, songs, dance, and theatre.	D. Use of resources; L. Speaking; X. Art; Y. Music; Z. Movement; AA. Pretend play	5. Use of resources: Children gather information and formulate ideas about their world.; 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.; 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.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	D. Use of resources; L. Speaking; X. Art; Y. Music; Z. Movement; AA. Pretend play
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Domain 5: Communication, Language, and Literacy	Communication	Goal 48	Children demonstrate the meaning of language by listening.	Birth to 8 months	Turns to locate the source of a sound.	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.
					Orients to speaker in response to communication.	M. Listening and comprehension E. Building relationships with adults	16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other 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.
					Visually attends to familiar object with verbal cue.	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.

Reaches for familiar objects with verbal cue.	M. Listening and comprehension J. Fine-motor skills	16. Listening and responding: Children listen and respond. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Shows a preference for human voice to other sounds.	M. Listening and comprehension E. Building relationships with adults	16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other 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.
Vocalizes or gestures in response to another person's voice or gesture.	L. Speaking M. Listening and comprehension	17. Nonverbal communication: Children communicate nonverbally. 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.

	Recognizes familiar sounds and voices.	M. Listening and comprehension C. Reflection	16. Listening and responding: Children listen and respond. 31. Memory: Children remember people and objects.	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.
6 to 18 months	Reaches for familiar objects with verbal cue.	M. Listening and comprehension J. Fine-motor skills	16. Listening and responding: Children listen and respond. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
	Shows understanding of words by appropriate behavior or gesture (pointing to, hugging, smiling, crawling towards, reaching).	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally.	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.

	Imitates adult actions that go along with simple songs, rhymes, and traditional songs ("Row, Row, Row Your Boat," "Pinpon," "Eensy Weensy Spider").	W. Music and movement AA. Pretend play	40. Moving to music: Children move to music. 36. Imitating and pretending: Children imitate and pretend. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Language and Literacy – Children participate in familiar rhymes and songs.
	Follows single-step directions (e.g., "Please bring me the ball.").	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
16 to 38 months	Shows understanding of words by appropriate behavior or gesture; receptive language.	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
	Locates items with verbal cue.	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.

Performs simple actions with verbal cue (jump, wave, get, come).	M. Listening and comprehension I. Gross-motor skills L. Speaking	16. Listening and responding: Children listen and respond. 13. Moving the whole body: Children move the whole body. 17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
Locates familiar objects, people, and body parts.	M. Listening and comprehension FF. Knowledge of self and others BB. Observing and classifying	16. Listening and responding: Children listen and respond. 5. Sense of self: Children express a sense of self. 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. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Listens to short and simple stories; read and told.	M. Listening and comprehension Q. Book enjoyment and knowledge	16. Listening and responding: Children listen and respond. 20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	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.

				Responds to two-step directions (e.g., “Go into your bedroom and get your socks.”).	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
	36 to 60 months			Attends to simple stories.	M. Listening and comprehension; P. Reading	21. Comprehension: Children understand language.; 26. Reading: Children read for pleasure and information.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.
				Follows simple oral directions.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

Gains information and understanding through listening.	M. Listening and comprehension; D. Use of resources	21. Comprehension: Children understand language.; 5. Use of resources: Children gather information and formulate ideas about their world.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Understands messages in conversation.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Listens to finger plays, stories, and nursery rhymes.	M. Listening and comprehension; P. Reading; Y. Music	21. Comprehension: Children understand language.; 26. Reading: Children read for pleasure and information.; 41. Music: Children express and represent what they observe, think, imagine, and feel through music.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Creative Arts — CA 9.2.1 Music: Children create and respond to music through singing, playing instruments, and other musical experiences.

Selects specific details in a story and repeats them.	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Listens to others in a group discussion for a short period.	M. Listening and comprehension; G. Community	21. Comprehension: Children understand language.; 11. Community: Children participate in the community of the classroom.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.

Responds to questions with appropriate answers.	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 to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Attends to an adult or peer who is speaking.	M. Listening and comprehension; E. Building relationships with adults; F. Building relationships with other children	21. Comprehension: Children understand 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 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 both children and adults.
Follows multiple-step oral directions.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

Attends to complex stories.	M. Listening and comprehension; P. Reading	21. Comprehension: Children understand language.; 26. Reading: Children read for pleasure and information.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.
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Has a growing ability to discern fantasy from reality.	M. Listening and comprehension; AA. Pretend play; C. Reflection	21. Comprehension: Children understand language.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.
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				Is working on understanding yesterday, today, and tomorrow.	HH. History; M. Listening and comprehension	57. History: Children understand past, present, and future.; 21. Comprehension: Children understand language.	Social Studies — SS 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Goal 49	Children communicate effectively.	Birth to 8 months	Initiates communication by smiling and eye contact.	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.	
			Changes volume and pitch to convey meaning.	M. Listening and comprehension E. Building relationships with adults	16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other 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.	

					Imitates sounds, signs, or gestures.	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.
			6 to 18 months		Imitates sounds, signs, or gestures.	M. Listening and comprehension J. Fine-motor skills	16. Listening and responding: Children listen and respond. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
					Engages in vocal play and turn- taking.	M. Listening and comprehension E. Building relationships with adults	16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other 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.

Matches facial expression, tone, and words with response.	L. Speaking M. Listening and comprehension	17. Nonverbal communication: Children communicate nonverbally. 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.
Makes new sounds: attempts to say words.	M. Listening and comprehension C. Reflection	16. Listening and responding: Children listen and respond. 31. Memory: Children remember people and objects.	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.
Babbles using intonation and tone to convey meaning.	M. Listening and comprehension J. Fine-motor skills	16. Listening and responding: Children listen and respond. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

				Uses single-word sentences.	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally.	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.
				Initiates communication using words, signs, and gestures.	W. Music and movement AA. Pretend play	40. Moving to music: Children move to music. 36. Imitating and pretending: Children imitate and pretend. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Language and Literacy – Children participate in familiar rhymes and songs.
			16 to 38 months	Initiates communication using jargon, words, signs, and gestures.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.

Changes intonation and tone to convey meaning of words.	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Uses sound effects in play.	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.
Uses descriptors to describe object or event.	M. Listening and comprehension I. Gross-motor skills L. Speaking	16. Listening and responding: Children listen and respond. 13. Moving the whole body: Children move the whole body. 17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

Vocalizes wants and needs.	M. Listening and comprehension FF. Knowledge of self and others BB. Observing and classifying	16. Listening and responding: Children listen and respond. 5. Sense of self: Children express a sense of self. 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. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Uses phrases or short sentences.	M. Listening and comprehension Q. Book enjoyment and knowledge	16. Listening and responding: Children listen and respond. 20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	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.
Uses pronouns to refer to self (e.g., “Me do it.”).	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Asks and answers simple questions.	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.

May tell simple stories and recount events.	M. Listening and comprehension E. Building relationships with adults	16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other 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.
Uses non-verbal gestures and body language to express needs and feelings (gives spontaneous hug).	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.
Addresses listener appropriately to get attention (when speaking to another child, uses child's name).	M. Listening and comprehension J. Fine-motor skills	16. Listening and responding: Children listen and respond. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

36 to 60 months	Asks and answer simple questions (what, where, when).	L. Speaking; M. Listening and comprehension	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
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					Relays a simple message.	L. Speaking; M. Listening and comprehension	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
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States opinions and preferences using words, signs, or picture boards.	L. Speaking; FF. Knowledge of self and others	22. Speaking: Children express themselves using language.; 7. Self-identity: Children have a positive self-identity.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
Speaks clearly enough to be understood by most listeners.	L. Speaking	22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

					Describes objects and events in detail.	L. Speaking; BB. Observing and classifying	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 45. Observing: Children observe the materials and processes in their environment.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
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					Initiates conversation by making statements or asking questions (why, how, what, where).	L. Speaking; A. Initiative and planning; D. Use of resources	22. Speaking: Children express themselves using language.; 1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.
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Expresses an idea in more than one way.	L. Speaking; C. Reflection	22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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Uses character voices when retelling a story or event.	L. Speaking; AA. Pretend play; M. Listening and comprehension	22. Speaking: Children express themselves using language.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.
Uses multiple-word sentences to communicate.	L. Speaking	22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Responds meaningfully in conversation with adults and peers.	L. Speaking; M. Listening and comprehension; F. Building relationships with other children; 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 — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; 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 both children and adults.
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Adjusts communication style appropriately to a variety of settings.	L. Speaking; M. Listening and comprehension; G. Community	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.; 11. Community: Children participate in the community of the classroom.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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Starts to dictate stories or messages for adult to write out.	L. Speaking; R. Writing	22. Speaking: Children express themselves using language.; 29. Writing: Children write for many different purposes.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.
Listens while engaged in conversation in order to extend or connect an idea expressed.	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 to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

				Makes comments related to the topic being discussed.	L. Speaking; M. Listening and comprehension	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning. Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Goal 50	Children comprehend and use conventions of social communication.	Birth to 8 months	Turns head in reaction to human sound.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.	
			Tracks items of interest (especially people) with eyes.	BB. Observing and classifying E. Building relationships with adults	28. Locating objects: Children explore and notice the location of objects. 6. Relationships with adults: Children build relationships with other adults.	Mathematics – Children explore position and spatial relationships. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.	

Initiates nonverbal cues.	L. Speaking	17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Responds to the environment (smiles, cries, grimaces, etc.)	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.	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.
Seeks and maintains eye contact.	E. Building relationships with adults	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.
Responds positively to physical touch and contact.	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.

Imitates facial expressions.	AA. Pretend play L. Speaking	36. Imitating and pretending: Children imitate and pretend. 17. Nonverbal communication: Children communicate nonverbally.	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.
Initiates communication by smiling and eye contact.	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.

				May return a smile or facial expression with caregiver.	E. Building relationships with adults L. Speaking	18. Two-way communication: Children participate in two-way communication. 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.
			6 to 18 months	Returns a physical demonstration of affection; a laugh or hug.	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.
				Expresses preference for familiar people.	E. Building relationships with adults FF. Knowledge of self and others	5. Attachment: Children form an attachment to a primary caregiver. 5. Sense of self: Children express a sense of self.	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.

Responds to nonverbal cues.	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Engages in vocal play and turn- taking.	L. Speaking	18. Two-way communication: Children participate in two-way communication. 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.
Initiates communication using words, signs, and gestures.	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Says “no” meaningfully.	L. Speaking FF. Knowledge of self and others	19. Speaking: Children speak. 5. Sense of self: Children express a sense of self.	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.
Uses object to initiate play with another.	F. Building relationships with other children A. Initiative and planning	7. Relationships with peers: Children build relationships with peers. 1. Initiative: Children express initiative.	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.

May respond when name is called or signed.	M. Listening and comprehension FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 5. Sense of self: Children express a sense of self.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Uses nonverbal gestures for social conventions of greeting (waves goodbye).	L. Speaking E. Building relationships with adults	17. Nonverbal communication: Children communicate nonverbally. 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.
May participate in turn taking during one-on-one communication by making sounds or using words.	L. Speaking	18. Two-way communication: Children participate in two-way communication. 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.

16 to 38 months	Uses object to initiate play or seek assistance from another child or caregiver.	F. Building relationships with other children E. Building relationships with adults A. Initiative and planning	7. Relationships with peers: Children build relationships with peers. 6. Relationships with adults: Children build relationships with other adults. 1. Initiative: Children express initiative.	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.
	Initiates communication using jargon, words, signs, gestures, and facial expression (e.g., says “hi” and touches a friend).	L. Speaking 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.	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.
	Vocalizes wants and needs.	L. Speaking	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.

Asks and answers simple questions.	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.
Takes turns in simple nonverbal directions.	L. Speaking F. Building relationships with other children	17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication. 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.

May use common expressions of politeness.	L. Speaking G. Community	19. Speaking: Children speak. 11. Group participation: Children participate in group routines.	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.
Attends to speaker for a portion of a conversation, one on one.	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.	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.

Makes a related comment (e.g., adult says, "Here is your water," child says "cup" or "water cup").	L. Speaking	18. Two-way communication: Children participate in two-way communication. 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.
Makes a formal verbal or sign request or response (e.g., "Milk please," "More," "May I," "Please," "Thank you").	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Participates in conversation that builds on an idea, request, or feelings.	L. Speaking D. Emotions	18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 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 – 2.1.1 Children demonstrate awareness of self as a unique individual.

				36 to 60 months Attends to speaker during a conversation.	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 to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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				Seeks interaction with others (e.g., “Sing along with me,” “Read a story.”).	A. Initiative and planning; F. Building relationships with other children; E. Building relationships with adults; L. Speaking	1. Initiative: Children demonstrate initiative as they explore their world.; 12. Building relationships: Children build relationships with other children and adults.; 22. Speaking: Children express themselves using language.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Interprets subtle, nonverbal cues.	M. Listening and comprehension; F. Building relationships with other children; E. Building relationships with adults	21. Comprehension: Children understand 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 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 both children and adults.
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Asks for help.	D. Use of resources; L. Speaking; 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.; 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.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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					Initiates and takes turns in group conversations.	L. Speaking; M. Listening and comprehension; G. Community	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.; 11. Community: Children participate in the community of the classroom.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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					Recognizes appropriate time to enter conversation.	M. Listening and comprehension; L. Speaking; G. Community	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.; 11. Community: Children participate in the community of the classroom.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.
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					Recognizes rising and falling intonations and what they mean (difference between a “what” question and a statement).	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 to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Begins to demonstrate understanding of nonverbal cues (facial expressions for pride, displeasure, encouragement).	M. Listening and comprehension; D. Emotions; F. Building relationships with other children; E. Building relationships with adults	21. Comprehension: Children understand language.; 9. Emotions: Children recognize, label, and regulate their feelings.; 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 questions, directions, and information from others.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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A bilingual child can adjust language and communication form according to the person with whom he/she is speaking.	L. Speaking; M. Listening and comprehension; F. Building relationships with other children; 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 — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; 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 both children and adults.
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					Uses and interprets appropriate language depending on the purpose.	L. Speaking; M. Listening and comprehension	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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					Communicates appropriately with peers during play.	L. Speaking; F. Building relationships with other children	22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Defines the expectations during play.	L. Speaking; G. Community; F. Building relationships with other children	22. Speaking: Children express themselves using language.; 11. Community: Children participate in the community of the classroom.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social Studies — SS 8.2.1 Community Membership: Children participate in and contribute to the classroom community.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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				Relates personal experiences to others.	L. Speaking; C. Reflection; F. Building relationships with other children; E. Building relationships with adults	22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children apply what they learn from previous experiences to new situations.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
Language	Goal 51	Children use receptive vocabulary.	Birth to 8 months	Moves in response to a voice.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy — 4.1.2 Children understand and respond to questions from others.

Responds to a caregiver's voice and mouth.	M. Listening and comprehension E. Building relationships with adults	16. Listening and responding: Children listen and respond. 6. Relationships with adults: Children build relationships with other 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.
Responds differently to varied voices (angry versus friendly).	M. Listening and comprehension D. Emotions	16. Listening and responding: Children listen and respond. 8. Emotions: Children express emotions.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
May turn and look at new sounds.	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.

					Responds to his/her name.	M. Listening and comprehension FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 5. Sense of self: Children express a sense of self.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
	6 to 18 months	Begins to recognize words (Mama, blankie).			M. Listening and comprehension C. Reflection	16. Listening and responding: Children listen and respond. 31. Memory: Children remember people and objects.	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.	
		Understands simple phrases (wave bye-bye, up).			M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.	

Responds with gestures.	L. Speaking M. Listening and comprehension	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.
Responds to the context of “no.”	M. Listening and comprehension D. Emotions	16. Listening and responding: Children listen and respond. 8. Emotions: Children express emotions.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Attends to music or singing.	W. Music and movement M. Listening and comprehension	40. Moving to music: Children move to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 16. Listening and responding: Children listen and respond.	Creative Arts – 9.3.1 Children respond to and participate in music and movement.

					Gives objects on request.	M. Listening and comprehension J. Fine-motor skills	16. Listening and responding: Children listen and respond. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
					May look to or go to familiar objects and people when named.	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.
					Understands and responds to simple questions (e.g., “Where is the doggie?”).	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
					Has a receptive vocabulary of over fifty words in home language.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
				16 to 38 months	Understands and responds to simple questions.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.

Points to body parts.	FF. Knowledge of self and others M. Listening and comprehension	5. Sense of self: Children express a sense of self. 16. Listening and responding: Children listen and respond.	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.
Follows one to three step directions.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Points to pictures in books.	Q. Book enjoyment and knowledge P. Reading M. Listening and comprehension	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others.

Enjoys rhymes and finger plays.	N. Phonological awareness W. Music and movement	21. Enjoying language: Children enjoy stories, rhymes, and songs. 40. Moving to music: Children move to music.	Language and Literacy – Children participate in familiar rhymes and songs. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
Understands some prepositions.	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. Mathematics – Children explore position and spatial relationships.
Can match objects and pictures.	BB. Observing and classifying P. Reading	33. Same and different: Children notice sameness and difference. 38. Identifying visual images: Children respond to and identify pictures and photographs.	Mathematics – Children notice similarities and differences and sort or match objects. Language and Literacy – Children recognize and respond to pictures and visual representations.

Identifies objects by function.	M. Listening and comprehension C. Reflection	16. Listening and responding: Children listen and respond. 31. Memory: Children remember people and objects.	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.
Begins to understand action words. Responds to directions that include verbs (run, jump, reach, open).	M. Listening and comprehension I. Gross-motor skills	16. Listening and responding: Children listen and respond. 13. Moving the whole body: Children move the whole body.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

				Identifies some people, objects, and actions by name.	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 19. Speaking: Children speak.	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.
			36 to 60 months	Identifies objects by category.	BB. Observing and classifying; M. Listening and comprehension	46. Classifying: Children classify materials, actions, people, and events.; 21. Comprehension: Children understand language.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

Identifies objects by attribute.	BB. Observing and classifying; M. Listening and comprehension	46. Classifying: Children classify materials, actions, people, and events.; 21. Comprehension: Children understand language.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Responds to who, what, where, why, and when questions.	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 to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Understands simple time concepts (tonight, tomorrow, yesterday).	HH. History; M. Listening and comprehension	57. History: Children understand past, present, and future.; 21. Comprehension: Children understand language.	Social Studies — SS 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Understands relationships expressed by if then, or because sentences.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.

Begins to identify shapes and colors.	T. Geometry: Shapes and spatial awareness; BB. Observing and classifying	34. Shapes: Children identify, name, and describe shapes.; 46. Classifying: Children classify materials, actions, people, and events.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.
Understands number concepts (one, all, sets).	S. Number and counting; M. Listening and comprehension	31. Number words and symbols: Children recognize and use number words and symbols.; 32. Counting: Children count things.; 21. Comprehension: Children understand language.	Mathematics — M 5.1.1 Number Sense, Counting, & Cardinality: Children use number words in sequence and count with increasing accuracy.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

Correctly answers yes and no questions.	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 to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Responds appropriately to a request (e.g., "Bring me the green towel.").	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

Has a receptive vocabulary of several hundred words in home language.	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
Distinguishes between real and made-up words.	N. Phonological awareness; M. Listening and comprehension	24. Phonological awareness: Children identify distinct sounds in spoken language.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

					Recognizes and responds to some family and traditional stories and their meanings.	M. Listening and comprehension; FF. Knowledge of self and others	21. Comprehension: Children understand language.; 7. Self-identity: Children have a positive self-identity.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
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Identifies parts of an object.	BB. Observing and classifying; M. Listening and comprehension	45. Observing: Children observe the materials and processes in their environment.; 21. Comprehension: Children understand language.	Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Shows interest in why and how things work.	A. Initiative and planning; D. Use of resources	1. Initiative: Children demonstrate initiative as they explore their world.; 5. Use of resources: Children gather information and formulate ideas about their world.	Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.; Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.

Follows simple directions.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Identifies verb tense in pictures.	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
Understands full adult sentences.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

					Responds to opposites, comparatives, and superlatives.	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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					Appreciates absurdities.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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					Responds to how questions.	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 to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Recognizes and follow routines.	M. Listening and comprehension; G. Community	21. Comprehension: Children understand language.; 11. Community: Children participate in the community of the classroom.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.
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				Follows a change in a routine that has been described.	M. Listening and comprehension; G. Community; C. Reflection	21. Comprehension: Children understand language.; 11. Community: Children participate in the community of the classroom.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Social Studies — SS 8.2.1 Community Membership: Children collaboratively generate solution(s) that benefit the classroom community or solve problems that occur in the classroom community with adult support.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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Goal 52	Children use expressive vocabulary.	Birth to 8 months	Makes sounds to indicate pleasure, discomfort, wants, or pain.	L. Speaking D. Emotions	17. Nonverbal communication: Children communicate nonverbally. 41. Sounds: Children explore and imitate sounds. 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 – 2.1.1 Children demonstrate awareness of self as a unique individual.
			Begins to use basic turn-taking in communication.	L. Speaking	18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			Imitates cooing and babbling.	L. Speaking N. Phonological awareness	41. Sounds: Children explore and imitate sounds. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

	Experiments with sounds.	N. Phonological awareness	41. Sounds: Children explore and imitate sounds.	Language and Literacy – Children notice and respond to sounds in language and the environment.
	Imitates facial expressions and reaching.	AA. Pretend play L. Speaking	36. Imitating and pretending: Children imitate and pretend. 17. Nonverbal communication: Children communicate nonverbally.	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.
	Varies intonation.	L. Speaking N. Phonological awareness	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.
6 to 18 months	Uses meaningful vocalizations.	L. Speaking	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Imitates gestures	AA. Pretend play L. Speaking	36. Imitating and pretending: Children imitate and pretend. 17. Nonverbal communication: Children communicate nonverbally.	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.
Babbles using two-lip sounds (“p,” “b,” and “m”) followed by a vowel sound (ba ba ba da da da).	N. Phonological awareness L. Speaking	41. Sounds: Children explore and imitate sounds. 19. Speaking: Children speak.	Language and Literacy – Children notice and respond to sounds in language and the environment. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Uses consistent sound combinations to indicate specific object or person (“dada” for daddy).	L. Speaking C. Reflection	19. Speaking: Children speak. 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.

Imitates and repeats words.	L. Speaking N. Phonological awareness	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.
May use eight to ten understandable words (“daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all done”).	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 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.
Has a vocabulary of 1 to 50 words.	L. Speaking	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.
Uses single words to communicate.	L. Speaking	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.

				Strings together varied intonation patterns with intent (jargon).	L. Speaking N. Phonological awareness	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.
				Pairs gestures with words.	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 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.
				Recognizes consonants and vowels in their vocalizations.	N. Phonological awareness	41. Sounds: Children explore and imitate sounds.	Language and Literacy – Children notice and respond to sounds in language and the environment.
	16 to 38 months			Increasingly uses words and phrases.	L. Speaking	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.

May exhibit a period of silence when learning a second language.	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 19. Speaking: Children speak.	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.
Expands vocabulary rapidly (up to 1,000 words by 36 months).	L. Speaking	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.

Initiates gestures.	L. Speaking A. Initiative and planning	17. Nonverbal communication: Children communicate nonverbally. 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. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
Initiates communication.	L. Speaking A. Initiative and planning	18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 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. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

May ask “wh” questions (why and what).	L. Speaking	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Asks others to label unfamiliar objects.	L. Speaking E. Building relationships with adults	19. Speaking: Children speak. 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.
Starts to use short sentences.	L. Speaking	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.

				Uses personal pronouns (e.g., "Me do it.").	L. Speaking FF. Knowledge of self and others	19. Speaking: Children speak. 5. Sense of self: Children express a sense of self.	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.
				Uses attributes (descriptive words - big boy, red ball).	L. Speaking BB. Observing and classifying	19. Speaking: Children speak. 33. Same and different: Children notice sameness and difference.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Mathematics – Children notice similarities and differences and sort or match objects.

36 to 60 months	Uses sentences three to seven words in length.	L. Speaking	22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
	Takes turns in conversation.	L. Speaking; F. Building relationships with other children; E. Building relationships with adults	22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.

				Answers why, what, and where questions.	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 to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Retells an event or story.	M. Listening and comprehension; L. Speaking; C. Reflection	21. Comprehension: Children understand language.; 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 information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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				Answers simple comprehension questions from a story read aloud.	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Memorizes and recite simple songs and finger plays.	Y. Music; L. Speaking	41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 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.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Uses new vocabulary in spontaneous speech.	L. Speaking	23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Asks the meaning of unfamiliar words and then experiments with using them.	D. Use of resources; L. Speaking	5. Use of resources: Children gather information and formulate ideas about their world.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Uses words to further describe actions or adjectives (running fast, playing well).	L. Speaking	23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Uses multiple words to explain ideas (e.g., when talking about primary caregiver says “mother/father” and/or “parent”).	L. Speaking	23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

					Uses words to express emotions (happy, sad, tired, scared).	L. Speaking; D. Emotions	22. Speaking: Children express themselves using language.; 9. Emotions: Children recognize, label, and regulate their feelings.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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				Uses more complex vocabulary to describe events.	L. Speaking; C. Reflection	23. Vocabulary: Children understand and use a variety of words and phrases.; 22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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Goal 53	Children demonstrate progression in grammar and syntax.	Birth to 8 months	Makes sounds to indicate pleasure, discomfort, wants, or pain.	L. Speaking D. Emotions	17. Nonverbal communication: Children communicate nonverbally. 41. Sounds: Children explore and imitate sounds. 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 – 2.1.1 Children demonstrate awareness of self as a unique individual.
			Varies intonation, volume, and plays with sounds.	L. Speaking N. Phonological awareness	41. Sounds: Children explore and imitate sounds. 19. Speaking: Children speak.	Language and Literacy – Children notice and respond to sounds in language and the environment. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

				Strings together varied intonation patterns.	L. Speaking N. Phonological awareness	41. Sounds: Children explore and imitate sounds. 19. Speaking: Children speak.	Language and Literacy – Children notice and respond to sounds in language and the environment. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
			6 to 18 months	Strings together varied intonation patterns.	L. Speaking N. Phonological awareness	41. Sounds: Children explore and imitate sounds. 19. Speaking: Children speak.	Language and Literacy – Children notice and respond to sounds in language and the environment. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Uses no for negation.	L. Speaking	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.
Uses intonation to indicate meaning.	L. Speaking N. Phonological awareness	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.
Uses single word speech (one word to communicate message; child says, “up” when wanting to be carried by adult) or beginning sign language and symbols (“more,” nurse/bottle,” all done).	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 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.

	Uses some pronouns (mine).	L. Speaking FF. Knowledge of self and others	19. Speaking: Children speak. 5. Sense of self: Children express a sense of self.	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.
	Says short telegraphic sentences (e.g., “Me go.” or “There mama.”).	L. Speaking	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.
16 to 38 months	Uses words and phrases.	L. Speaking	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.

Uses primary pattern of noun plus verb.	L. Speaking	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.
Experiments with word endings (– ing, regular plural - s, past tense - ed, and possessives – ‘s).	L. Speaking	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.
Uses negation in phrase form (e.g., “No milk.” “Not open.”).	L. Speaking	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.

Includes adjectives with appropriate placement	L. Speaking BB. Observing and classifying	19. Speaking: Children speak. 33. Same and different: Children notice sameness and difference.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning. Mathematics – Children notice similarities and differences and sort or match objects.
Increases phrases from two words to three and four words.	L. Speaking	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.
Uses three to four-word sentences with noun and verb.	L. Speaking	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.

				Describes a self-made drawing.	R. Writing L. Speaking X. Art	42. Marks and scribbles: Children make marks and scribbles. 19. Speaking: Children speak. 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. 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 – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
				Uses simple questions in speech, but may not use correct grammar.	L. Speaking	18. Two-way communication: Children participate in two-way communication. 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.

36 to 60 months	Uses articles in sentences (the ball, a cat).	L. Speaking	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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Uses complete sentences in conversations during play with peers.	L. Speaking; F. Building relationships with other children	22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
Begins to use correct question forms.	L. Speaking	22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Begins to use prepositions.	L. Speaking	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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				Talks in sentences with five to six words to describe people, places, and events.	L. Speaking	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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					Uses more complex grammar and parts of speech.	L. Speaking	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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					Describes a task, project, and/or event sequentially in three or more sentences.	L. Speaking; C. Reflection	22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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				Asks questions for information/clarification .	D. Use of resources; L. Speaking	5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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					Uses sequence sentences in logical order.	L. Speaking; C. Reflection	22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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					Begins to correctly use subject and verb tense.	L. Speaking	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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					Strings multiple sentences together in logical order.	L. Speaking; C. Reflection	22. Speaking: Children express themselves using language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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					Uses complex grammar and parts of speech.	L. Speaking	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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				Combines more than one idea using complex sentences.	L. Speaking; M. Listening and comprehension	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Goal 54	Children demonstrate comprehension and meaning in language.	Birth to 8 months	Looks at familiar objects when named.	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.	
			Turns and looks at new sounds.	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.	

	Recognizes own name.	M. Listening and comprehension FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 5. Sense of self: Children express a sense of self.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
	Attends to speaking.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
	Reacts to loud, angry, and friendly voices.	M. Listening and comprehension D. Emotions	16. Listening and responding: Children listen and respond. 8. Emotions: Children express emotions.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
6 to 18 months	Looks at familiar objects when named.	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.

Responds to simple directions (e.g., "Wave bye-bye.").	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally.	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.
Turns and looks at new sounds.	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.
Recognizes own name.	M. Listening and comprehension FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 5. Sense of self: Children express a sense of self.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

				Attends to speaking.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
				Reacts to loud, angry, and friendly voices.	M. Listening and comprehension D. Emotions	16. Listening and responding: Children listen and respond. 8. Emotions: Children express emotions.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
				Through play, may understand prepositions (in and on).	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. Mathematics – Children explore position and spatial relationships.
	16 to 38 months	Responds and acts on a familiar object when named.			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.

Follows direction, moving from one step to two steps or three steps within a routine.	M. Listening and comprehension G. Community	16. Listening and responding: Children listen and respond. 11. Group participation: Children participate in group routines.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
Understands new words rapidly.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Understands simple descriptors (hot, wet, tall).	M. Listening and comprehension BB. Observing and classifying	16. Listening and responding: Children listen and respond. 33. Same and different: Children notice sameness and difference.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Mathematics – Children notice similarities and differences and sort or match objects.

Begins understanding of size concepts, counting, and family members' names.	M. Listening and comprehension BB. Observing and classifying FF. Knowledge of self and others	16. Listening and responding: Children listen and respond. 23. Number: Children experience "more." 33. Same and different: Children notice sameness and difference. 4. Distinguishing self and others: Children distinguish themselves from others.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Mathematics – Children demonstrate an emerging understanding of quantity and number. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Responds to yes/no questions.	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.	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.

				Understands location phrases.	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. Mathematics – Children explore position and spatial relationships.
				Recognizes and responds appropriately to nonverbal cues.	M. Listening and comprehension L. Speaking	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally.	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.

36 to 60 months	Understands new words rapidly.	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
	Responds to simple questions.	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 to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Understands location phrases.	M. Listening and comprehension; T. Geometry: Shapes and spatial awareness	21. Comprehension: Children understand language.; 35. Spatial awareness: Children recognize spatial relationships among people and objects.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Mathematics — M 5.4.3 Geometry & Spatial Awareness: Children show awareness about concepts of space, direction, and location by using positional, spatial, and directional words.
Follows simple commands.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

					Responds to “wh” questions (what, when).	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 to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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					Begins to understand and recall information from stories.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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Recognizes and responds appropriately to nonverbal cues.	M. Listening and comprehension; F. Building relationships with other children; E. Building relationships with adults	21. Comprehension: Children understand 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 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 both children and adults.
Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., “Please pick up your toys and then get your shoes.”).	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

					Extends/expands the thought or idea expressed by another.	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 to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Engages in conversation that develops a thought or idea (tells about a past event).	L. Speaking; M. Listening and comprehension; HH. History	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.; 57. History: Children understand past, present, and future.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Social Studies — SS 8.4.1 Time, Continuity & Change: Children communicate about past events in their own lives.
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					Understands and recalls information in books and stories.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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					Understands quantitative concepts (how many more chairs do we need?).	M. Listening and comprehension; S. Number and counting	21. Comprehension: Children understand language.; 32. Counting: Children count things.; 33. Part-whole relationships: Children combine and separate quantities of objects.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.2.2 Number Relationships & Operations: Children join and separate objects in concrete ways.
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Recognizes and responds in a culturally appropriate way to more subtle nonverbal cues.	M. Listening and comprehension; F. Building relationships with other children; E. Building relationships with adults; FF. Knowledge of self and others	21. Comprehension: Children understand language.; 12. Building relationships: Children build relationships with other children and adults.; 7. Self-identity: Children have a positive self-identity.	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 both children and adults.; Social Studies — SS 8.1.1 Self & Social Systems: Children recognize and describe similarities and differences among themselves and others in their families, classroom, and local community.
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				Comprehends analogies.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
				Understands complex sentences.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

Goal 55	Children use language for a variety of purposes.	Birth to 8 months	Vocalizes to get attention (cries to get needs met).	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.
			Experiments with and uses sounds and facial expressions.	L. Speaking N. Phonological awareness	17. Nonverbal communication: Children communicate nonverbally. 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.
			Laughs to display emotion.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.

Shows more interest in people than objects.	E. Building relationships with adults F. Building relationships with other children	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.
Vocalizes to express pleasure and displeasure.	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally. 41. Sounds: Children explore and imitate sounds.	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.
Vocalizes sounds other than crying and cooing.	L. Speaking N. Phonological awareness	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.

6 to 18 months	Produces different cries for different reasons.	D. Emotions L. Speaking	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.	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.
	Vocalizes in response to vocalization.	L. Speaking	18. Two-way communication: Children participate in two-way communication. 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.
	Imitates facial expressions.	AA. Pretend play L. Speaking	36. Imitating and pretending: Children imitate and pretend. 17. Nonverbal communication: Children communicate nonverbally.	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.

Vocalizes in response to singing.	W. Music and movement L. Speaking	21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Language and Literacy – Children participate in familiar rhymes and songs.
Whines with a purpose.	L. Speaking D. Emotions	17. Nonverbal communication: Children communicate nonverbally. 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 – 2.1.1 Children demonstrate awareness of self as a unique individual.
Replaces most gestures with words.	L. Speaking	17. Nonverbal communication: Children communicate nonverbally. 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.

Plays simple games with an adult (peek-a-boo, patty cake).	E. Building relationships with adults F. Building relationships with other children	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.
Responds to peer vocalizations and words.	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 18. Two-way communication: Children participate in two-way communication.	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.
Says single words to convey meaning (e.g., “Up,” meaning, I want up.).	L. Speaking	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.

16 to 38 months	Uses gestures or vocalizations to protest or to gain attention.	L. Speaking D. Emotions	17. Nonverbal communication: Children communicate nonverbally. 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 – 2.1.1 Children demonstrate awareness of self as a unique individual.
	Exchanges gestures with adults.	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.

Initiates turn-taking routines.	L. Speaking A. Initiative and planning	18. Two-way communication: Children participate in two-way communication. 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. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
Uses more words during turn- taking.	L. Speaking	18. Two-way communication: Children participate in two-way communication. 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.

Responds to peers with words.	F. Building relationships with other children L. Speaking	7. Relationships with peers: Children build relationships with peers. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak.	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.
Uses words and gestures to engage others in play (gestures and says, “chase!”).	F. Building relationships with other children L. Speaking A. Initiative and planning	7. Relationships with peers: Children build relationships with peers. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 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.

Uses short sentences or telegraphic speech to announce what he/she has done.	L. Speaking	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.
Begins to recount an event, with assistance.	L. Speaking C. Reflection	19. Speaking: Children speak. 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. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Begins to recall parts of a previously heard story.	Q. Book enjoyment and knowledge C. Reflection	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 31. Memory: Children remember people and objects.	Language and Literacy – 4.5.2 Children engage with books read by adults. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

				Requests to hear familiar stories, songs, and rhymes.	Q. Book enjoyment and knowledge W. Music and movement L. Speaking	21. Enjoying language: Children enjoy stories, rhymes, and songs. 19. Speaking: Children speak.	Language and Literacy – 4.5.2 Children engage with books read by adults. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
				Begins to follow the sequence of events in an orally-narrated story.	M. Listening and comprehension Q. Book enjoyment and knowledge C. Reflection	16. Listening and responding: Children listen and respond. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 31. Memory: Children remember people and objects.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
				Mimics animal sounds.	N. Phonological awareness AA. Pretend play	41. Sounds: Children explore and imitate sounds. 36. Imitating and pretending: Children imitate and pretend.	Language and Literacy – Children notice and respond to sounds in language and the environment. Creative Arts – 9.4.1 Children participate in play scenarios.

				36 to 60 months Uses words and phrases to relate observations, concepts, ideas, and relationships.	L. Speaking; BB. Observing and classifying	22. Speaking: Children express themselves using language.; 23. Vocabulary: Children understand and use a variety of words and phrases.; 45. Observing: Children observe the materials and processes in their environment.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Science — S 6.1.1 Scientific Inquiry: Children engage in scientific inquiry by questioning, making observations, making simple predictions, investigating and collecting evidence, and describing what they notice.
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Takes turns in conversation.	L. Speaking; F. Building relationships with other children; E. Building relationships with adults	22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
Talks in sentences.	L. Speaking	22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

					Responds to questions.	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 to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Uses words to protest.	L. Speaking; D. Emotions	22. Speaking: Children express themselves using language.; 9. Emotions: Children recognize, label, and regulate their feelings.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
Relates past or future events.	HH. History; L. Speaking	57. History: Children understand past, present, and future.; 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.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

				Asks questions to obtain information.	D. Use of resources; L. Speaking	5. Use of resources: Children gather information and formulate ideas about their world.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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					Participates in conversations about a variety of topics.	L. Speaking; M. Listening and comprehension	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
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					Engages in conversation with peers and adults.	L. Speaking; F. Building relationships with other children; E. Building relationships with adults	22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
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Interprets written symbols, pictures, and letters to a listener.	Q. Book appreciation and knowledge; O. Alphabetic knowledge; L. Speaking	27. Concepts about print: Children demonstrate knowledge about environmental print.; 25. Alphabetic knowledge: Children identify letter names and their sounds.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Uses language to interpret the world.	L. Speaking; D. Use of resources; C. Reflection	22. Speaking: Children express themselves using language.; 5. Use of resources: Children gather information and formulate ideas about their world.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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					Uses words to express feelings of self and others.	L. Speaking; D. Emotions	22. Speaking: Children express themselves using language.; 9. Emotions: Children recognize, label, and regulate their feelings.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Social and Emotional Learning — SE 2.1.1 Self-Awareness and Emotions: Children name emotions and identify how others make them feel.
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				Uses own words to retell a story or to discuss an event in life.	M. Listening and comprehension; L. Speaking; C. Reflection	21. Comprehension: Children understand language.; 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 information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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Literacy	Goal 56	Children develop phonological awareness.	Birth to 8 months	Shows beginning sound awareness by reacting differently to different sounds (startled reflex with loud sudden noise, turns head toward a rattling noise).	M. Listening and comprehension N. Phonological awareness	16. Listening and responding: Children listen and respond. 41. Sounds: Children explore and imitate sounds.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
				Imitates vocalizations and sounds.	N. Phonological awareness L. Speaking	41. Sounds: Children explore and imitate sounds. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
				Recognizes mother's and father's voice before he/she sees them.	M. Listening and comprehension C. Reflection E. Building relationships with adults	16. Listening and responding: Children listen and respond. 31. Memory: Children remember people and objects. 5. Attachment: Children form an attachment to a primary caregiver.	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.

	Calms when he/she hears a repeated lullaby.	M. Listening and comprehension D. Emotions W. Music and movement	16. Listening and responding: Children listen and respond. 8. Emotions: Children express emotions. 40. Moving to music: Children move to music.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
	Initially makes vowel sounds.	N. Phonological awareness L. Speaking	41. Sounds: Children explore and imitate sounds.	Language and Literacy – Children notice and respond to sounds in language and the environment.
	Combine vowel sounds with consonant sounds by the end of the period.	N. Phonological awareness L. Speaking	41. Sounds: Children explore and imitate sounds.	Language and Literacy – Children notice and respond to sounds in language and the environment.
6 to 18 months	Vocalization and use of sounds becomes more complex.	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.

Experiments with sounds such as blending vowels and consonants in babbling (bababa, dadada) and first words like Mama, Dada, ba for ball).	N. Phonological awareness L. Speaking	41. Sounds: Children explore and imitate sounds. 19. Speaking: Children speak.	Language and Literacy – Children notice and respond to sounds in language and the environment. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Begins to label objects, pictures, and body parts.	L. Speaking P. Reading FF. Knowledge of self and others	19. Speaking: Children speak. 38. Identifying visual images: Children respond to and identify pictures and photographs. 5. Sense of self: Children express a sense of self.	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.

Makes the sounds of animals and moving objects.	N. Phonological awareness L. Speaking	41. Sounds: Children explore and imitate sounds. 19. Speaking: Children speak.	Language and Literacy – Children notice and respond to sounds in language and the environment. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Vocalizes familiar words when read to.	Q. Book enjoyment and knowledge L. Speaking	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 19. Speaking: Children speak.	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.

				Recites last word of familiar rhymes, with assistance.	N. Phonological awareness L. Speaking	21. Enjoying language: Children enjoy stories, rhymes, and songs. 19. Speaking: Children speak.	Language and Literacy – Children participate in familiar rhymes and songs. 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 to 38 months	Anticipates action to accompany a song (“Ring around the rosie. . .we all fall down!”).		W. Music and movement C. Reflection	40. Moving to music: Children move to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 31. Memory: Children remember people and objects.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
			Anticipates auditory signals in the environment.		M. Listening and comprehension C. Reflection	16. Listening and responding: Children listen and respond. 31. Memory: Children remember people and objects.	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.

Repeats a refrain from a song heard before (E - I E-I-O).	W. Music and movement N. Phonological awareness L. Speaking	40. Moving to music: Children move to music. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Language and Literacy – Children participate in familiar rhymes and songs.
Recognizes and labels familiar sounds in the environment.	M. Listening and comprehension N. Phonological awareness L. Speaking	16. Listening and responding: Children listen and respond. 41. Sounds: Children explore and imitate sounds. 19. Speaking: Children speak.	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.

Plays with sounds and words when taught (nanna banana, wiggle waggle wump).	N. Phonological awareness L. Speaking	41. Sounds: Children explore and imitate sounds. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 19. Speaking: Children speak.	Language and Literacy – Children participate in familiar rhymes and songs. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Recites phrases from familiar rhymes.	N. Phonological awareness L. Speaking	21. Enjoying language: Children enjoy stories, rhymes, and songs. 19. Speaking: Children speak.	Language and Literacy – Children participate in familiar rhymes and songs. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

				Completes a familiar rhyme by providing the last word.	N. Phonological awareness L. Speaking	21. Enjoying language: Children enjoy stories, rhymes, and songs. 19. Speaking: Children speak.	Language and Literacy – Children participate in familiar rhymes and songs. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.
				Imitates tempo and speed of sound (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly).	W. Music and movement N. Phonological awareness I. Gross-motor skills	40. Moving to music: Children move to music. 41. Sounds: Children explore and imitate sounds. 12. Moving parts of the body: Children move parts of the body.	Creative Arts – 9.3.1 Children respond to and participate in music and movement. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.

36 to 60 months	Discriminates sounds that are the same and different.	N. Phonological awareness; M. Listening and comprehension	24. Phonological awareness: Children identify distinct sounds in spoken language.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
	Discriminates one sound out of many.	N. Phonological awareness	24. Phonological awareness: Children identify distinct sounds in spoken language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.

				Joins in and repeats rhyming songs, finger plays, and poems.	N. Phonological awareness; Y. Music; L. Speaking	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.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.; 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 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Listens for a particular word or phrase.	M. Listening and comprehension; N. Phonological awareness	21. Comprehension: Children understand language.; 24. Phonological awareness: Children identify distinct sounds in spoken language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.
Fills in the missing rhyming word in a song or story. Shows beginning understanding of rhyme and alliteration.	N. Phonological awareness; L. Speaking	24. Phonological awareness: Children identify distinct sounds in spoken language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Makes three or more letter-sound correspondences (e.g., identifies that “David,” “day,” and “dog” all begin with “d”).	N. Phonological awareness; O. Alphabetic knowledge	24. Phonological awareness: Children identify distinct sounds in spoken language.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.; Language and Literacy — LL 4.2.2 Alphabet Knowledge: Children produce the most common sound for many letters.
Finds objects in a picture with the same beginning sound, with assistance.	N. Phonological awareness; O. Alphabetic knowledge	24. Phonological awareness: Children identify distinct sounds in spoken language.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.; Language and Literacy — LL 4.2.2 Alphabet Knowledge: Children produce the most common sound for many letters.

Differentiates between similar- sounding words (three and tree).	N. Phonological awareness; M. Listening and comprehension	24. Phonological awareness: Children identify distinct sounds in spoken language.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Fills in the missing rhyming word in a song or story.	N. Phonological awareness; L. Speaking	24. Phonological awareness: Children identify distinct sounds in spoken language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Begins to recognize the similar initial sounds of words that begin the same way (bug, bat, boy).	N. Phonological awareness; O. Alphabetic knowledge	24. Phonological awareness: Children identify distinct sounds in spoken language.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.; Language and Literacy — LL 4.2.2 Alphabet Knowledge: Children produce the most common sound for many letters.
Identifies the beginning sound of familiar words.	N. Phonological awareness; O. Alphabetic knowledge	24. Phonological awareness: Children identify distinct sounds in spoken language.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.; Language and Literacy — LL 4.2.2 Alphabet Knowledge: Children produce the most common sound for many letters.
Claps syllables of own name and of familiar words.	N. Phonological awareness	24. Phonological awareness: Children identify distinct sounds in spoken language.	Language and Literacy — LL 4.3.1 Phonological Awareness: Children manipulate rhyming sounds.

Goal 57	Children demonstrate awareness of letters and symbols.	Birth to 8 months	Discriminates between familiar objects (bottle, blanket, rattle).	BB. Observing and classifying C. Reflection	33. Same and different: Children notice sameness and difference. 31. Memory: Children remember people and objects.	Approaches to Learning – 1.2.2 Children remember and use information in new situations.
			Initially enjoys faces and contrasting colors.	BB. Observing and classifying	32. Observing: Children observe the people and things in their world.	Approaches to Learning – Children show curiosity and interest in people, objects, and experiences.
			Responds to visual stimuli (self in mirror).	FF. Knowledge of self and others BB. Observing and classifying	5. Sense of self: Children express a sense of self. 32. Observing: Children observe the people and things in their world.	Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
			Starts patting a picture.	Q. Book enjoyment and knowledge J. Fine-motor skills	20. Exploring print: Children explore picture books and magazines. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.5.2 Children engage with books read by adults. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

Prefers pictures of faces.	Q. Book enjoyment and knowledge BB. Observing and classifying	20. Exploring print: Children explore picture books and magazines. 32. Observing: Children observe the people and things in their world.	Language and Literacy – 4.5.2 Children engage with books read by adults.
Demonstrates awareness of familiar people and objects.	C. Reflection FF. Knowledge of self and others	31. Memory: Children remember people and objects. 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 – 2.1.1 Children demonstrate awareness of self as a unique individual.
Responds to high contrast and visually complex patterns.	BB. Observing and classifying	32. Observing: Children observe the people and things in their world.	Approaches to Learning – Children show curiosity and interest in people, objects, and experiences.

6 to 18 months	Points and makes sounds for pictures.	Q. Book enjoyment and knowledge L. Speaking	20. Exploring print: Children explore picture books and magazines. 17. Nonverbal communication: Children communicate nonverbally.	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.
	Shows a preference for favorite books.	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Language and Literacy – 4.5.2 Children engage with books read by adults.
	Can begin to point to pictures when named.	Q. Book enjoyment and knowledge M. Listening and comprehension	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others.

		Looks at books and turns pages.	Q. Book enjoyment and knowledge J. Fine-motor skills	20. Exploring print: Children explore picture books and magazines. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.5.2 Children engage with books read by adults. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		Shows increasing awareness of the sound of spoken words by focusing on the speaker.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.2 Children understand and respond to questions from others.
16 to 38 months		Names familiar pictures in books.	Q. Book enjoyment and knowledge L. Speaking	20. Exploring print: Children explore picture books and magazines. 19. Speaking: Children speak.	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.

Uses symbols or pictures to represent oral language.	Q. Book enjoyment and knowledge L. Speaking	22. Pictures and symbols: Children understand that pictures and symbols can represent real objects. 19. Speaking: Children speak.	Language and Literacy – Children begin to understand that pictures, symbols, and print carry meaning.
Begins to sing songs with alphabet by rote.	W. Music and movement Q. Book enjoyment and knowledge	21. Enjoying language: Children enjoy stories, rhymes, and songs. 40. Moving to music: Children move to music.	Language and Literacy – Children participate in familiar rhymes and songs. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
Begins to match similar shapes (shape puzzles or sorters).	BB. Observing and classifying	33. Same and different: Children notice sameness and difference. 29. Filling and emptying: Children fill and empty, put in and take out.	Mathematics – Children notice similarities and differences and match objects by characteristics.
Moves finger along in books - pretends to read text.	Q. Book enjoyment and knowledge J. Fine-motor skills	20. Exploring print: Children explore picture books and magazines. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.5.2 Children engage with books read by adults.

				Holds books upright and turns pages.	Q. Book enjoyment and knowledge J. Fine-motor skills	20. Exploring print: Children explore picture books and magazines. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.5.2 Children engage with books read by adults. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
			36 to 60 months	Sings alphabet songs.	Y. Music; O. Alphabetic knowledge	41. Music: Children express and represent what they observe, think, imagine, and feel through music.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	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 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
				Knows that letters are symbols with individual names.	O. Alphabetic knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
				Begins to recognize letters in their name.	O. Alphabetic knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.

Recognizes and identifies letters in the environment (fast-food restaurants, stop signs, local stores).	O. Alphabetic knowledge; Q. Book appreciation and knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.; 27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.; Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.
Recognizes beginning letters in familiar words (Mom, classmates' names).	O. Alphabetic knowledge; P. Reading	25. Alphabetic knowledge: Children identify letter names and their sounds.; 26. Reading: Children read for pleasure and information.	Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.
Names and recognizes several letters beginning with letters in their own name.	O. Alphabetic knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.

Recognizes written name.	P. Reading; O. Alphabetic knowledge	26. Reading: Children read for pleasure and information.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
Begins to recognize letters in familiar words and names them.	O. Alphabetic knowledge; P. Reading	25. Alphabetic knowledge: Children identify letter names and their sounds.; 26. Reading: Children read for pleasure and information.	Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.
Begins to make letter sound connections.	O. Alphabetic knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.2.2 Alphabet Knowledge: Children produce the most common sound for many letters.

				Recognizes the difference between numbers and letters.	O. Alphabetic knowledge; S. Number and counting; Q. Book appreciation and knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.; 31. Number words and symbols: Children recognize and use number words and symbols.; 27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.; Mathematics — M 5.1.2 Number Sense, Counting, & Cardinality: Children recognize and name written numerals.; Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.
Goal 58	Children demonstrate awareness of print concepts.	Birth to 8 months	Investigates books (mouthing, turning them upside down, moving them from hand to hand, or shaking and throwing them).	Q. Book enjoyment and knowledge BB. Observing and classifying	20. Exploring print: Children explore picture books and magazines. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Language and Literacy – 4.5.2 Children engage with books read by adults. Science – 6.3.1 Children observe properties of materials and objects.	

	Attends to colorful pictures in books.	Q. Book enjoyment and knowledge BB. Observing and classifying	20. Exploring print: Children explore picture books and magazines. 32. Observing: Children observe the people and things in their world.	Language and Literacy – 4.5.2 Children engage with books read by adults.
6 to 18 months	Pays attention to pictures in books.	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.5.2 Children engage with books read by adults.
	Holds cloth, plastic, or board book.	Q. Book enjoyment and knowledge J. Fine-motor skills	20. Exploring print: Children explore picture books and magazines. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.5.2 Children engage with books read by adults. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
	Turns pages of a board book.	Q. Book enjoyment and knowledge J. Fine-motor skills	20. Exploring print: Children explore picture books and magazines. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.5.2 Children engage with books read by adults. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

Responds to mirrors and sensory material in books.	Q. Book enjoyment and knowledge BB. Observing and classifying FF. Knowledge of self and others	20. Exploring print: Children explore picture books and magazines. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 5. Sense of self: Children express a sense of self.	Language and Literacy – 4.5.2 Children engage with books read by adults. Science – 6.3.1 Children observe properties of materials and objects. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
Recognizes a picture when named from a book.	Q. Book enjoyment and knowledge M. Listening and comprehension	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Begins to position book right side up.	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.5.2 Children engage with books read by adults.

				Shows increasing ability to handle books, without assistance.	Q. Book enjoyment and knowledge J. Fine-motor skills	20. Exploring print: Children explore picture books and magazines. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.5.2 Children engage with books read by adults. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
			16 to 38 months	Handles book with purpose and care.	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.5.2 Children engage with books read by adults.
				Knows where books are kept.	Q. Book enjoyment and knowledge C. Reflection	20. Exploring print: Children explore picture books and magazines. 31. Memory: Children remember people and objects.	Language and Literacy – 4.5.2 Children engage with books read by adults. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
				Returns books to designated place when asked.	Q. Book enjoyment and knowledge M. Listening and comprehension G. Community	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond. 11. Group participation: Children participate in group routines.	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.

Finds specific pictures in a familiar book.	Q. Book enjoyment and knowledge M. Listening and comprehension	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Begins to turn pages; move from board books to conventional books.	Q. Book enjoyment and knowledge J. Fine-motor skills	20. Exploring print: Children explore picture books and magazines. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.5.2 Children engage with books read by adults. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Recognizes specific books by cover.	Q. Book enjoyment and knowledge C. Reflection	20. Exploring print: Children explore picture books and magazines. 31. Memory: Children remember people and objects.	Language and Literacy – 4.5.2 Children engage with books read by adults. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

Communicates a desire to be read to (locates a book and takes it to the reader).	Q. Book enjoyment and knowledge L. Speaking E. Building relationships with adults	20. Exploring print: Children explore picture books and magazines. 17. Nonverbal communication: Children communicate nonverbally. 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. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
Points to pictures in books.	Q. Book enjoyment and knowledge J. Fine-motor skills	20. Exploring print: Children explore picture books and magazines. 12. Moving parts of the body: Children move parts of the body.	Language and Literacy – 4.5.2 Children engage with books read by adults. Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
Holds a book right side up.	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.5.2 Children engage with books read by adults.

				May have a favorite book.	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Language and Literacy – 4.5.2 Children engage with books read by adults.
			36 to 60 months	Turns pages one at a time.	Q. Book appreciation and knowledge	27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.
				Begins to read books from front to back.	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 — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.

Enjoys following along as book is read.	P. Reading; M. Listening and comprehension	26. Reading: Children read for pleasure and information.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.
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					Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories.	P. Reading; M. Listening and comprehension; L. Speaking	26. Reading: Children read for pleasure and information.; 21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Begins to understand that printed text carries meaning when read.	Q. Book appreciation and knowledge; M. Listening and comprehension	27. Concepts about print: Children demonstrate knowledge about environmental print.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Differentiates between print and pictures.	Q. Book appreciation and knowledge	27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.
Knows first and last page of a book.	Q. Book appreciation and knowledge	27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.

Identifies some individual letters in text (usually letters in name).	O. Alphabetic knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
Shows understanding that letters make up words.	Q. Book appreciation and knowledge; O. Alphabetic knowledge	27. Concepts about print: Children demonstrate knowledge about environmental print.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
Recognizes front and back of book.	Q. Book appreciation and knowledge	27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.

Identifies or recognizes signs, symbols, or labels in the environment.	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 — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.
Recognizes that written words represent spoken words.	Q. Book appreciation and knowledge; M. Listening and comprehension	27. Concepts about print: Children demonstrate knowledge about environmental print.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

Shows general knowledge of how print works (know that name begins with a big letter).	Q. Book appreciation and knowledge; O. Alphabetic knowledge	27. Concepts about print: Children demonstrate knowledge about environmental print.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
Identifies words that look similar and different, with assistance.	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 — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.
Begins to understand that print progresses from left to right (exceptions are Arabic, Chinese, and Japanese text).	Q. Book appreciation and knowledge	27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.

Goal 59	Children demonstrate comprehension of printed materials and oral stories.	Birth to 8 months	Quiets to a familiar story, song, or nursery rhyme.	Q. Book enjoyment and knowledge W. Music and movement D. Emotions	21. Enjoying language: Children enjoy stories, rhymes, and songs. 40. Moving to music: Children move to music. 8. Emotions: Children express emotions.	Language and Literacy – Children participate in familiar rhymes and songs. Creative Arts – 9.3.1 Children respond to and participate in music and movement. Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
			Smiles or expresses pleasure when viewing pictures of familiar objects or people.	Q. Book enjoyment and knowledge D. Emotions C. Reflection	20. Exploring print: Children explore picture books and magazines. 8. Emotions: Children express emotions. 31. Memory: Children remember people and objects.	Language and Literacy – 4.5.2 Children engage with books read by adults. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

				Attends to an adult's voice when being held and read to.	M. Listening and comprehension Q. Book enjoyment and knowledge E. Building relationships with adults	16. Listening and responding: Children listen and respond. 20. Exploring print: Children explore picture books and magazines. 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 – 4.5.2 Children engage with books read by adults. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
	6 to 18 months	Participates in word games and finger play.	N. Phonological awareness W. Music and movement			21. Enjoying language: Children enjoy stories, rhymes, and songs. 40. Moving to music: Children move to music.	Language and Literacy – Children participate in familiar rhymes and songs. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
		Begins to show preference for favorite stories and books.	Q. Book enjoyment and knowledge A. Initiative and planning			20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 1. Initiative: Children express initiative.	Language and Literacy – 4.5.2 Children engage with books read by adults. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

Makes sounds to represent parts of a story.	Q. Book enjoyment and knowledge N. Phonological awareness L. Speaking	20. Exploring print: Children explore picture books and magazines. 41. Sounds: Children explore and imitate sounds. 19. Speaking: Children speak.	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.
Anticipates action that accompanies parts of a story, song, or interactive play activities.	C. Reflection W. Music and movement Q. Book enjoyment and knowledge	31. Memory: Children remember people and objects. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 40. Moving to music: Children move to music.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Language and Literacy – Children participate in familiar rhymes and songs. Creative Arts – 9.3.1 Children respond to and participate in music and movement.

Responds to pictures, characters, or objects in books (points, vocalizes, or gestures).	Q. Book enjoyment and knowledge L. Speaking	20. Exploring print: Children explore picture books and magazines. 17. Nonverbal communication: Children communicate nonverbally.	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.
Points or makes sounds when looking at picture books.	Q. Book enjoyment and knowledge L. Speaking	20. Exploring print: Children explore picture books and magazines. 17. Nonverbal communication: Children communicate nonverbally. 41. Sounds: Children explore and imitate sounds.	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.
Points to familiar pictures, characters, and objects in books.	Q. Book enjoyment and knowledge M. Listening and comprehension	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others.

				Identifies familiar people and objects in photographs.	Q. Book enjoyment and knowledge C. Reflection FF. Knowledge of self and others	20. Exploring print: Children explore picture books and magazines. 31. Memory: Children remember people and objects. 4. Distinguishing self and others: Children distinguish themselves from others.	Language and Literacy – 4.5.2 Children engage with books read by adults. Approaches to Learning – 1.2.2 Children remember and use information in new situations. Social Emotional – 2.1.1 Children demonstrate awareness of self as a unique individual.
			16 to 38 months	Labels pictures with words.	Q. Book enjoyment and knowledge L. Speaking	20. Exploring print: Children explore picture books and magazines. 19. Speaking: Children speak.	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.

Repeats familiar parts of a story, nursery rhyme, or music.	Q. Book enjoyment and knowledge N. Phonological awareness W. Music and movement	21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds. 40. Moving to music: Children move to music.	Language and Literacy – Children participate in familiar rhymes and songs. Creative Arts – 9.3.1 Children respond to and participate in music and movement.
Uses a questioning intonation when talking about a story.	L. Speaking Q. Book enjoyment and knowledge	19. Speaking: Children speak. 18. Two-way communication: Children participate in two-way communication. 20. Exploring print: Children explore picture books and magazines.	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 – 4.5.2 Children engage with books read by adults.

Responds to “wh” questions (who, what, where, when, why) after hearing or reading a story.	M. Listening and comprehension Q. Book enjoyment and knowledge L. Speaking	16. Listening and responding: Children listen and respond. 20. Exploring print: Children explore picture books and magazines. 18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.5.2 Children engage with books read by adults.
Recalls specific characters or actions from a story.	C. Reflection Q. Book enjoyment and knowledge	31. Memory: Children remember people and objects. 20. Exploring print: Children explore picture books and magazines.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Language and Literacy – 4.5.2 Children engage with books read by adults.

May have a favorite book and ask for it to be read multiple times.	Q. Book enjoyment and knowledge L. Speaking A. Initiative and planning	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 19. Speaking: Children speak. 1. Initiative: Children express initiative.	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. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.
Pretends to read a book to self or favorite toy.	Q. Book enjoyment and knowledge AA. Pretend play	20. Exploring print: Children explore picture books and magazines. 36. Imitating and pretending: Children imitate and pretend.	Language and Literacy – 4.5.2 Children engage with books read by adults. Creative Arts – 9.4.1 Children participate in play scenarios.

Uses pictures to describe actions (e.g., views a picture of a person running, child says, "run.").	Q. Book enjoyment and knowledge L. Speaking	20. Exploring print: Children explore picture books and magazines. 19. Speaking: Children speak.	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.
Produces a multiple-word response to printed materials.	Q. Book enjoyment and knowledge L. Speaking	20. Exploring print: Children explore picture books and magazines. 19. Speaking: Children speak.	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.
Anticipates what comes next in known stories, with assistance (anticipates the next animal in an animal concept book).	C. Reflection Q. Book enjoyment and knowledge	31. Memory: Children remember people and objects. 20. Exploring print: Children explore picture books and magazines.	Approaches to Learning – 1.2.2 Children remember and use information in new situations. Language and Literacy – 4.5.2 Children engage with books read by adults.

				May use pretend play to act out familiar story.	AA. Pretend play Q. Book enjoyment and knowledge	36. Imitating and pretending: Children imitate and pretend. 20. Exploring print: Children explore picture books and magazines.	Creative Arts – 9.4.1 Children participate in play scenarios. Language and Literacy – 4.5.2 Children engage with books read by adults.
			36 to 60 months	Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories.	P. Reading; M. Listening and comprehension; L. Speaking	26. Reading: Children read for pleasure and information.; 21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.

				Orally fills in or completes familiar text when looking at picture books.	M. Listening and comprehension; L. Speaking; P. Reading	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.; 26. Reading: Children read for pleasure and information.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.
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Begins to make predictions for what comes next in the story.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
Explores characters in stories with puppets, dramatic play, and flannel board figures.	AA. Pretend play; M. Listening and comprehension	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.; 21. Comprehension: Children understand language.	Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.

					Begins to make personal connections to character and events in a story.	C. Reflection; M. Listening and comprehension	6. Reflection: Children reflect on their experiences.; 21. Comprehension: Children understand language.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.
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					Uses pictures to predict a story.	M. Listening and comprehension; C. Reflection	21. Comprehension: Children understand language.; 6. Reflection: Children reflect on their experiences.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.
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Matches pictures with spoken words in the home language.	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Recognizes own name when spelled out in letters.	O. Alphabetic knowledge; P. Reading	25. Alphabetic knowledge: Children identify letter names and their sounds.; 26. Reading: Children read for pleasure and information.	Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.

Recites some words in familiar books from memory.	P. Reading; M. Listening and comprehension; L. Speaking	26. Reading: Children read for pleasure and information.; 21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.;
Identifies major characters in story.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.

Begins to understand the sequence of a story (beginning, middle, and end).	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.
Makes up an ending for a story.	M. Listening and comprehension; L. Speaking; AA. Pretend play	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.

Pretends to read a familiar book.	P. Reading; AA. Pretend play	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.	Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
Recognizes that oral language has a written counterpart (a spoken phrase can be written and read).	Q. Book appreciation and knowledge; R. Writing; M. Listening and comprehension	27. Concepts about print: Children demonstrate knowledge about environmental print.; 29. Writing: Children write for many different purposes.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.

					Describes character and events in stories.	M. Listening and comprehension; L. Speaking	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Relates stories to real life experiences.	C. Reflection; M. Listening and comprehension	6. Reflection: Children reflect on their experiences.; 21. Comprehension: Children understand language.	Approaches to Learning — AL 1.3.1 Problem Solving & Reflection: Children recognize problems with materials, tools, or processes and adapt their strategies to develop solutions, applying what they learn to new situations.; Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.
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Retells sequence of events in a story using illustrations in a book or literary props.	M. Listening and comprehension; L. Speaking; AA. Pretend play	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
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				Asks questions for clarification and further understanding.	D. Use of resources; M. Listening and comprehension; L. Speaking	5. Use of resources: Children gather information and formulate ideas about their world.; 21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.1.3 Language & Communication: Children ask questions to learn more about topics that interest them.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Goal 60	Children demonstrate awareness that written materials can be used for a variety of purposes.	Birth to 8 months	Uses senses to explore books with different textures.	Q. Book enjoyment and knowledge BB. Observing and classifying	20. Exploring print: Children explore picture books and magazines. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Language and Literacy – 4.5.2 Children engage with books read by adults. Science – 6.3.1 Children observe properties of materials and objects.	

				Experiences new vocabulary paired with objects and pictures.	M. Listening and comprehension Q. Book enjoyment and knowledge	16. Listening and responding: Children listen and respond. 20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.1.2 Children understand and respond to questions from others. Language and Literacy – 4.5.2 Children engage with books read by adults.
	6 to 18 months	Initiates interactions for sharing written materials.		Q. Book enjoyment and knowledge A. Initiative and planning E. Building relationships with adults	20. Exploring print: Children explore picture books and magazines. 1. Initiative: Children express initiative. 6. Relationships with adults: Children build relationships with other adults.	Language and Literacy – 4.5.2 Children engage with books read by adults. 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.	
		Recognizes pictures that represent real objects.		Q. Book enjoyment and knowledge BB. Observing and classifying	20. Exploring print: Children explore picture books and magazines. 33. Same and different: Children notice sameness and difference.	Language and Literacy – Children begin to understand that pictures, symbols, and print carry meaning.	

Shows preference for familiar food labels, clothing, graphics, and characters.	Q. Book enjoyment and knowledge C. Reflection	20. Exploring print: Children explore picture books and magazines. 31. Memory: Children remember people and objects.	Language and Literacy – Children begin to understand that pictures, symbols, and print carry meaning. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Enjoys books with clear pictures or photos about daily routines (eating, toileting).	Q. Book enjoyment and knowledge K. Personal care and healthy behavior	20. Exploring print: Children explore picture books and magazines. 3. Self-help: Children do things for themselves.	Language and Literacy – 4.5.2 Children engage with books read by adults. Physical Development and Health – Children participate in personal care routines with increasing independence.

				Finds comfort and enjoyment in being read to.	Q. Book enjoyment and knowledge E. Building relationships with adults D. Emotions	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 6. Relationships with adults: Children build relationships with other adults. 8. Emotions: Children express emotions.	Language and Literacy – 4.5.2 Children engage with books read by adults. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
			16 to 38 months	Uses purposefully a variety of books for information, enjoyment, and recreation.	Q. Book enjoyment and knowledge A. Initiative and planning	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs. 1. Initiative: Children express initiative.	Language and Literacy – 4.5.2 Children engage with books read by adults. Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences.

Recognizes familiar environmental print labels and logos (stop signs, cereal boxes, toys).	Q. Book enjoyment and knowledge C. Reflection	20. Exploring print: Children explore picture books and magazines. 31. Memory: Children remember people and objects.	Language and Literacy – Children begin to understand that pictures, symbols, and print carry meaning. Approaches to Learning – 1.2.2 Children remember and use information in new situations.
Enjoys books about different things (animals, occupations, trucks, farms, fairy tales, etc.).	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Language and Literacy – 4.5.2 Children engage with books read by adults.
Responds to emotional expressions in books.	Q. Book enjoyment and knowledge D. Emotions	20. Exploring print: Children explore picture books and magazines. 8. Emotions: Children express emotions.	Language and Literacy – 4.5.2 Children engage with books read by adults. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

	Uses labels and pictures to organize and categorize materials.	Q. Book enjoyment and knowledge BB. Observing and classifying	20. Exploring print: Children explore picture books and magazines. 33. Same and different: Children notice sameness and difference.	Language and Literacy – Children begin to understand that pictures, symbols, and print carry meaning. Mathematics – Children notice similarities and differences and sort or match objects.
	Enjoys books with clear pictures or photos about daily routines (eating, toileting).	Q. Book enjoyment and knowledge K. Personal care and healthy behavior	20. Exploring print: Children explore picture books and magazines. 3. Self-help: Children do things for themselves.	Language and Literacy – 4.5.2 Children engage with books read by adults. Physical Development and Health – Children participate in personal care routines with increasing independence.
36 to 60 months	Uses signs in the environment for information.	Q. Book appreciation and knowledge; P. Reading; D. Use of resources	27. Concepts about print: Children demonstrate knowledge about environmental print.; 26. Reading: Children read for pleasure and information.; 5. Use of resources: Children gather information and formulate ideas about their world.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.

Recognizes that print is read in stories.	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 — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.
Uses maps, menus, cookbooks, dictionaries during play.	D. Use of resources; P. Reading; AA. Pretend play	5. Use of resources: Children gather information and formulate ideas about their world.; 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.	Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.

Uses printed materials for entertainment (pretending to read).	P. Reading; AA. Pretend play	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.	Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
Recognizes that different text forms have different purposes (grocery list is different than a written story).	Q. Book appreciation and knowledge; R. Writing; P. Reading	27. Concepts about print: Children demonstrate knowledge about environmental print.; 29. Writing: Children write for many different purposes.; 26. Reading: Children read for pleasure and information.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.

Finds information in books.	P. Reading; D. Use of resources	26. Reading: Children read for pleasure and information.; 5. Use of resources: Children gather information and formulate ideas about their world.	Language and Literacy — LL 4.4.1 Comprehension: Children demonstrate understanding of information presented in stories and informational texts.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.
Imitates common reading activities appropriately in play (pretends to use directions while putting something together, pretends to write a list or message).	P. Reading; R. Writing; AA. Pretend play	26. Reading: Children read for pleasure and information.; 29. Writing: Children write for many different purposes.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.; Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.

Realizes that letters and words represent ideas and feelings.	Q. Book appreciation and knowledge; O. Alphabetic knowledge	27. Concepts about print: Children demonstrate knowledge about environmental print.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
Follows pictorial directions for cooking, assembling toys, and building models.	M. Listening and comprehension; D. Use of resources	21. Comprehension: Children understand language.; 5. Use of resources: Children gather information and formulate ideas about their world.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.
Recognizes that printed materials have power (addresses, phone numbers, last name, knowledge).	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 — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.

				Selects books to read.	P. Reading; A. Initiative and planning	26. Reading: Children read for pleasure and information.; 1. Initiative: Children demonstrate initiative as they explore their world.	Language and Literacy — LL 4.5.1 Emergent Reading: Children recognize familiar words and environmental print.; Approaches to Learning — AL 1.1.1 Initiative & Planning: Children demonstrate initiative and curiosity as they explore and learn.
				Cares appropriately for books and pictures.	Q. Book appreciation and knowledge	27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.
Goal 61	Children demonstrate knowledge and use of letters and symbols.	Birth to 8 months	Uses senses to explore the environment.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.	

6 to 18 months	Makes marks on paper and other surfaces.	R. Writing X. Art	42. Marks and scribbles: Children make marks and scribbles. 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. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
	Explores materials and medium with hands, feet, and body.	X. Art BB. Observing and classifying	37. Exploring art materials: Children explore building and art materials. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations. Science – 6.3.1 Children observe properties of materials and objects.
	Begins to recognize that they can make marks on paper or surfaces.	R. Writing CC. Experimenting, predicting, and drawing conclusions	42. Marks and scribbles: Children make marks and scribbles. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles. Science – 6.3.2 Children notice how objects move and change.
16 to 38 months	Uses increasingly more purposeful scribbling.	R. Writing	42. Marks and scribbles: Children make marks and scribbles.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.

Uses drawing and painting expressively.	X. Art R. Writing	37. Exploring art materials: Children explore building and art materials. 42. Marks and scribbles: Children make marks and scribbles.	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.
Uses horizontal scribbling to label drawings or imitate adults.	R. Writing AA. Pretend play	42. Marks and scribbles: Children make marks and scribbles. 36. Imitating and pretending: Children imitate and pretend.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles. Creative Arts – 9.4.1 Children participate in play scenarios.
Makes intentional impressions with different materials.	R. Writing X. Art	42. Marks and scribbles: Children make marks and scribbles. 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. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
Notices both words and pictures on a page.	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.5.2 Children engage with books read by adults.

Labels pictures using scribble writing.	R. Writing L. Speaking	42. Marks and scribbles: Children make marks and scribbles. 19. Speaking: Children speak.	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.
Uses symbols or pictures as a representation of oral language.	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 – Children begin to understand that pictures, symbols, and print carry meaning. Language and Literacy – 4.1.1 Children use their home language(s) and other forms of communication to express ideas and participate in learning.

Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (a spoken word is also represented in print).	Q. Book enjoyment and knowledge M. Listening and comprehension	20. Exploring print: Children explore picture books and magazines. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Talks about the meaning of what is being written or drawn (e.g., “this is the dinosaur eating...”).	R. Writing L. Speaking X. Art	42. Marks and scribbles: Children make marks and scribbles. 19. Speaking: Children speak. 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. 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 – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
May substitute object as symbol (use block as phone or car).	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.

36 to 60 months	Uses horizontal scribbling with breaks or separate marks to represent writing.	R. Writing	29. Writing: Children write for many different purposes.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.
	Creates representational drawings.	X. Art	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
	Uses scribbling to represent their name.	R. Writing	29. Writing: Children write for many different purposes.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.
	Knows the difference between printed letters and drawings.	Q. Book appreciation and knowledge; O. Alphabetic knowledge	27. Concepts about print: Children demonstrate knowledge about environmental print.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.

Attempts to copy one or more letters of the alphabet.	R. Writing; O. Alphabetic knowledge	29. Writing: Children write for many different purposes.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
Labels pictures using letter-like marks.	R. Writing; X. Art	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.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
Knows that alphabet letters are a special category of graphics that can be individually named.	O. Alphabetic knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
Identifies letters to match the said-aloud letter name.	O. Alphabetic knowledge	25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.

Works at writing own name.	R. Writing; O. Alphabetic knowledge	29. Writing: Children write for many different purposes.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
Shows awareness of the difference between own writing and conventional print.	R. Writing; Q. Book appreciation and knowledge	29. Writing: Children write for many different purposes.; 27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.

				Shows awareness of two or more different writing systems (especially appropriate for ELL and bilingual/multilingual children).	Q. Book appreciation and knowledge; L. Speaking	27. Concepts about print: Children demonstrate knowledge about environmental print.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
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Uses pictures, symbols, and letters to convey meaning.	R. Writing; Q. Book appreciation and knowledge; X. Art	29. Writing: Children write for many different purposes.; 27. Concepts about print: Children demonstrate knowledge about environmental print.; 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
Uses letters to represent sounds in words.	R. Writing; O. Alphabetic knowledge	29. Writing: Children write for many different purposes.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.2.2 Alphabet Knowledge: Children produce the most common sound for many letters.

			Prints some alphabet letters for given letter names.	R. Writing; O. Alphabetic knowledge	29. Writing: Children write for many different purposes.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
Goal 62	Children use writing skills and demonstrate knowledge of writing conventions.	Birth to 8 months	Grasps objects.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
			Begins to use both hands together.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
		6 to 18 months	Uses palmer grasp (fist) to hold writing tools.	J. Fine-motor skills R. Writing	12. Moving parts of the body: Children move parts of the body. 42. Marks and scribbles: Children make marks and scribbles.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.

				Picks up small items using pincer grasp.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
				Crosses midline with hands.	J. Fine-motor skills I. Gross-motor skills	12. Moving parts of the body: Children move parts of the body. 13. Moving the whole body: Children move the whole body.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Physical Development and Health – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control.
				Passes objects from one hand to the other.	J. Fine-motor skills	12. Moving parts of the body: Children move parts of the body.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.

16 to 38 months	Adjusts body position to facilitate writing.	J. Fine-motor skills I. Gross-motor skills R. Writing	12. Moving parts of the body: Children move parts of the body. 13. Moving the whole body: Children move the whole body. 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 – 3.1.1 Children move in a variety of locomotor and nonlocomotor ways with increasing control. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.
	Holds paper with one hand while writing with the other hand.	J. Fine-motor skills R. Writing	12. Moving parts of the body: Children move parts of the body. 42. Marks and scribbles: Children make marks and scribbles.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.

Copies vertical and horizontal lines.	R. Writing J. Fine-motor skills	42. Marks and scribbles: Children make marks and scribbles. 12. Moving parts of the body: Children move parts of the body.	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.
Makes circular motions with writing utensil.	R. Writing J. Fine-motor skills	42. Marks and scribbles: Children make marks and scribbles. 12. Moving parts of the body: Children move parts of the body.	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.
Uses a variety of writing tools.	R. Writing J. Fine-motor skills	42. Marks and scribbles: Children make marks and scribbles. 12. Moving parts of the body: Children move parts of the body.	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.

Begins to use fingers to hold writing tools instead of fist.	J. Fine-motor skills R. Writing	12. Moving parts of the body: Children move parts of the body. 42. Marks and scribbles: Children make marks and scribbles.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.
Uses whole arm to make writing movement.	J. Fine-motor skills R. Writing	12. Moving parts of the body: Children move parts of the body. 42. Marks and scribbles: Children make marks and scribbles.	Physical Development and Health – 3.2.1 Children use their small muscles with increasing control. Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.
Scribbles and make marks on paper purposefully.	R. Writing	42. Marks and scribbles: Children make marks and scribbles.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles.

				Names scribbles (tells others what scribbles mean).	R. Writing L. Speaking	42. Marks and scribbles: Children make marks and scribbles. 19. Speaking: Children speak.	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.
				Pretends to write on paper, without regard to location or direction.	R. Writing AA. Pretend play	42. Marks and scribbles: Children make marks and scribbles. 36. Imitating and pretending: Children imitate and pretend.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles. Creative Arts – 9.4.1 Children participate in play scenarios.
			36 to 60 months	Uses tripod grasp to hold writing tools.	J. Fine-motor skills	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.

Begins to demonstrate hand preference for writing.	J. Fine-motor skills; R. Writing	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 29. Writing: Children write for many different purposes.	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 write letter-like forms, words, or short phrases.
Uses whole arm and finger movements to write.	J. Fine-motor skills; R. Writing	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 29. Writing: Children write for many different purposes.	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 write letter-like forms, words, or short phrases.

Intentionally scribbles to convey meaning; tells caregiver what it means.	R. Writing; L. Speaking	29. Writing: Children write for many different purposes.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Makes strings of letters or marks from left to right.	R. Writing; Q. Book appreciation and knowledge	29. Writing: Children write for many different purposes.; 27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.

Begins to copy simple shapes.	J. Fine-motor skills; T. Geometry: Shapes and spatial awareness	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.; 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.; Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.
Draws a basic six (plus)-part person with some detail and content.	X. Art; J. Fine-motor skills	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.; 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 initiate and lead as they create 2-D and 3-D art representations.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.

Intentionally scribbles or writes to convey meaning.	R. Writing	29. Writing: Children write for many different purposes.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.
Uses invented spelling with letters and marks to represent words.	R. Writing; O. Alphabetic knowledge	29. Writing: Children write for many different purposes.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.2.2 Alphabet Knowledge: Children produce the most common sound for many letters.
Uses letter-like symbols to express an idea.	R. Writing; O. Alphabetic knowledge	29. Writing: Children write for many different purposes.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.

Writes some letters or numerals.	R. Writing; O. Alphabetic knowledge; S. Number and counting	29. Writing: Children write for many different purposes.; 25. Alphabetic knowledge: Children identify letter names and their sounds.; 31. Number words and symbols: Children recognize and use number words and symbols.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.; Mathematics — M 5.1.2 Number Sense, Counting, & Cardinality: Children recognize and name written numerals.
Prints or copies first name.	R. Writing; O. Alphabetic knowledge	29. Writing: Children write for many different purposes.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.

Attempts to copy words from print.	R. Writing; Q. Book appreciation and knowledge	29. Writing: Children write for many different purposes.; 27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.
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Draws basic geometric shapes (circle, triangle).	X. Art; T. Geometry: Shapes and spatial awareness; J. Fine-motor skills	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.; 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 initiate and lead as they create 2-D and 3-D art representations.; Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify two- and three-dimensional shapes and describe shape attributes.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
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Uses pretend writing activities during play to show print conventions in home language.	R. Writing; Q. Book appreciation and knowledge; AA. Pretend play	29. Writing: Children write for many different purposes.; 27. Concepts about print: Children demonstrate knowledge about environmental print.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.
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				Uses letters and symbols to label or convey directions (SV for Save sign on block building).	R. Writing; Q. Book appreciation and knowledge; O. Alphabetic knowledge	29. Writing: Children write for many different purposes.; 27. Concepts about print: Children demonstrate knowledge about environmental print.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
Goal 63	Children use writing for a variety of purposes.	Birth to 8 months	Explores and experiences environment using all senses.	BB. Observing and classifying	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.3.1 Children observe properties of materials and objects.	
		6 to 18 months	Explores cause and effect on the physical environment.	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.3.2 Children notice how objects move and change.	

				Makes marks on paper and shows them to others.	R. Writing E. Building relationships with adults	42. Marks and scribbles: Children make marks and scribbles. 6. Relationships with adults: Children build relationships with other adults.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
				Makes marks with fingers (in food, dirt, or sand).	R. Writing BB. Observing and classifying	42. Marks and scribbles: Children make marks and scribbles. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles. Science – 6.3.1 Children observe properties of materials and objects.

16 to 38 months	Makes scribbles and pictures to share with others.	R. Writing L. Speaking E. Building relationships with adults	42. Marks and scribbles: Children make marks and scribbles. 19. Speaking: Children speak. 6. Relationships with adults: Children build relationships with other adults.	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. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.
	Imitates the act of writing during play and familiar routines.	R. Writing AA. Pretend play	42. Marks and scribbles: Children make marks and scribbles. 36. Imitating and pretending: Children imitate and pretend.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles. Creative Arts – 9.4.1 Children participate in play scenarios.
	Uses writing props during play.	R. Writing AA. Pretend play	42. Marks and scribbles: Children make marks and scribbles. 36. Imitating and pretending: Children imitate and pretend.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles. Creative Arts – 9.4.1 Children participate in play scenarios.

May request an adult to write name or message on their work.	R. Writing L. Speaking E. Building relationships with adults	42. Marks and scribbles: Children make marks and scribbles. 19. Speaking: Children speak. 6. Relationships with adults: Children build relationships with other adults.	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.
Recognizes some environmental print/symbols (stop sign).	Q. Book enjoyment and knowledge C. Reflection	20. Exploring print: Children explore picture books and magazines. 31. Memory: Children remember people and objects.	Language and Literacy – Children begin to understand that pictures, symbols, and print carry meaning. Approaches to Learning – 1.2.2 Children remember and use information in new situations.

				Asks adult to label pictures that he/she has drawn.	R. Writing L. Speaking E. Building relationships with adults	42. Marks and scribbles: Children make marks and scribbles. 18. Two-way communication: Children participate in two-way communication. 19. Speaking: Children speak. 6. Relationships with adults: Children build relationships with other adults.	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.
				Makes cards to give peers and significant adults, with assistance.	R. Writing F. Building relationships with other children E. Building relationships with adults	42. Marks and scribbles: Children make marks and scribbles. 7. Relationships with peers: Children build relationships with peers. 6. Relationships with adults: Children build relationships with other adults.	Language and Literacy – 4.6.1 Children use writing tools to make marks and scribbles. Social Emotional – 2.2.1 Children show interest in and interact with children and adults.

36 to 60 months	Makes scribbles and pictures to express an idea.	R. Writing; X. Art	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.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Creative Arts — CA 9.1.1 Visual Arts: Children initiate and lead as they create 2-D and 3-D art representations.
	Uses representational scribbles and marks during play.	R. Writing; AA. Pretend play	29. Writing: Children write for many different purposes.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Creative Arts — CA 9.4.1 Dramatic Play: Children create play scenarios.

Asks an adult to label a picture.	R. Writing; L. Speaking	29. Writing: Children write for many different purposes.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.
Uses letter-like symbols to make lists, letters, and stories.	R. Writing; O. Alphabetic knowledge	29. Writing: Children write for many different purposes.; 25. Alphabetic knowledge: Children identify letter names and their sounds.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.

Copies some environmental print/symbols.	R. Writing; Q. Book appreciation and knowledge	29. Writing: Children write for many different purposes.; 27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Language and Literacy — LL 4.3.1 Concepts of Print: Children demonstrate understanding of print conventions and how print works.
Talks out loud about creative ideas and stories, and asks adult to write them out.	L. Speaking; R. Writing	22. Speaking: Children express themselves using language.; 29. Writing: Children write for many different purposes.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.

				Asks adult to write out rhymes, or child's invented song.	L. Speaking; R. Writing; Y. Music	22. Speaking: Children express themselves using language.; 29. Writing: Children write for many different purposes.; 41. Music: Children express and represent what they observe, think, imagine, and feel through music.	Language and Literacy — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Creative Arts — CA 9.2.1 Music: Children create and respond to music through singing, playing instruments, and other musical experiences.
				Creates notes and messages for a purpose.	R. Writing	29. Writing: Children write for many different purposes.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.

English Language Learners	Goal 64	Children demonstrate competency in home language while acquiring beginning proficiency in English.	Birth to 8 months	Initiate and respond to differences in sounds including intonation.	M. Listening and comprehension N. Phonological awareness L. Speaking	16. Listening and responding: Children listen and respond. 41. Sounds: Children explore and imitate sounds. 17. Nonverbal communication: Children communicate nonverbally.	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.
			6 to 18 months	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Continues to develop communication skills in home language.	L. Speaking M. Listening and comprehension	19. Speaking: Children speak. 16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.	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 to 38 months	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Continues to develop vocabulary and fluency in home language.	L. Speaking M. Listening and comprehension	19. Speaking: Children speak. 16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.	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.
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				36 to 60 months	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.	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 — LL 4.1.1 Language & Communication: Children use their home language(s) and other forms of communication to express ideas and participate in learning.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions, directions, and information from others.; Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
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