



THE HIGHSCOPE
curriculum

AND

COR *Advantage*®

Maryland Early Learning
Standards, Infant-
Toddler and Preschool

ALIGN
MENT



MD 24, HS 26									
Domain	Strand Code	Strand Name	Standard Code	Standard Statement	Age Band	Age-Band Description	COR Advantage Item	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
Social and Emotional Development	SE.EF	Emotional Functioning	SE.EF.1	Develops an understanding of one's own emotions.	Infants	Expresses basic emotions including joy, fear, surprise, anger, and sadness through voice, facial expression, or body movements.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.1 Children name emotions that they are experiencing or that they see others express.
				Develops an understanding of one's own emotions.	Younger Toddlers	Expresses a range of basic emotions such as joy, fear, surprise, anger, and sadness regularly in a clear, direct way.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.1 Children name emotions that they are experiencing or that they see others express.
				Develops an understanding of one's own emotions.	Older Toddlers	Begins to express a range of complex emotions including pride, empathy, guilt, and embarrassment.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.1 Children name emotions that they are experiencing or that they see others express.
				Develops an understanding of one's own emotions.	Pre-K3	Uses words or gestures to identify some of their own basic and complex emotions, including happiness, sadness, anger, pride, and embarrassment.	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.

SE.EF.2	Develops an understanding of the emotions of others.	Infants	Attends to emotional expressions of others.	D. Emotions	9. Empathy: Children show empathy toward the feelings and needs of others.	Social Emotional – 2.2.2 Children show empathy for others through comforting actions.
	Develops an understanding of the emotions of others.	Younger Toddlers	Responds to others' emotions, often by sharing the emotion.	D. Emotions	9. Empathy: Children show empathy toward the feelings and needs of others.	Social Emotional – 2.2.2 Children show empathy for others through comforting actions.
	Develops an understanding of the emotions of others.	Older Toddlers	Uses words or gestures occasionally to identify emotions in others, with the support of an adult.	D. Emotions	9. Empathy: Children show empathy toward the feelings and needs of others.	Social Emotional – 2.2.2 Children show empathy for others through comforting actions.
	Develops an understanding of the emotions of others.	Pre-K3	Uses words or gestures to describe some emotions in others. Identifies the causes of others' emotions occasionally.	D. Emotions	10. Empathy: Children demonstrate empathy toward others.	Social and Emotional Learning — SE 2.2.2 Social-Awareness and Relationships: Children show empathy for others through comforting actions/words, identify how their actions made others feel, and give a simple explanation behind others' emotional expressions.
SE.EF.3	Responds with care and concern toward others.	Infants	Reacts to others' distress.	D. Emotions	9. Empathy: Children show empathy toward the feelings and needs of others.	Social Emotional – 2.2.2 Children show empathy for others through comforting actions.

			Responds with care and concern toward others.	Younger Toddlers	Responds with concern to others' distress.	D. Emotions	9. Empathy: Children show empathy toward the feelings and needs of others.	Social Emotional – 2.2.2 Children show empathy for others through comforting actions.
			Responds with care and concern toward others.	Older Toddlers	Expresses concern for others with words or actions. Tries to help others.	D. Emotions	9. Empathy: Children show empathy toward the feelings and needs of others.	Social Emotional – 2.2.2 Children show empathy for others through comforting actions.
			Responds with care and concern toward others.	Pre-K3	Shows concern for others and tries to help others with an increased range of more complex actions.	D. Emotions; F. Building relationships with other children	10. Empathy: Children demonstrate empathy toward others.; 12. Building relationships: Children build relationships with other children and adults.	D. Emotions; F. Building relationships with other children
SE.IB	Sense of Identity and Belonging	SE.IB.1	Develops an understanding of self in relation to others.	Infants	Discovers self, including body movements, feelings, and preferences, through exploration and responses of others.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.

	Develops an understanding of self in relation to others.	Younger Toddlers	Shows awareness of their own abilities and characteristics through actions, movement, and verbal or nonverbal communication with others.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
	Develops an understanding of self in relation to others.	Older Toddlers	Identifies their own feelings, needs, characteristics, and preferences as different from others.	FF. Knowledge of self and others	4. Distinguishing self and others: Children distinguish themselves from others.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
	Develops an understanding of self in relation to others.	Pre-K3	Describes themselves and their family using multiple characteristics, including physical features, behaviors, and preferences.	FF. Knowledge of self and others	7. Self-identity: Children have a positive self-identity.; 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.	FF. Knowledge of self and others
SE.IB.2	Expresses comfort and a sense of belonging with their family and other familiar people.	Infants	Expresses connection through vocalizations or smiling when familiar people are present.	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.

			Expresses comfort and a sense of belonging with their family and other familiar people.	Younger Toddlers	Displays comfort and ease with familiar people while engaging in shared activities.	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.
			Expresses comfort and a sense of belonging with their family and other familiar people.	Older Toddlers	Shows contentment when participating with adults and other children in activities. Anticipates shared rituals and traditions.	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.
			Expresses comfort and a sense of belonging with their family and other familiar people.	Pre-K3	Communicates a sense of belonging to a family or other familiar groups through words or other forms of expression.	E. Building relationships with adults; F. Building relationships with other children; FF. Knowledge of self and others	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 2.2.1 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.

SE.RA	Relationships With Adults	SE.RA.1	Initiates and engages in interactions with familiar adults.	Infants	Shows recognition of familiar adults by smiling, reaching for, or turning their head toward a familiar voice. Initiates interactions and seeks proximity to familiar adults.	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.
			Initiates and engages in interactions with familiar adults.	Younger Toddlers	Participates in shared experiences, such as routines or games, with a familiar adult. Explores their environment with a familiar adult present.	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.
			Initiates and engages in interactions with familiar adults.	Older Toddlers	Interacts with familiar adults in more complex exchanges, such as communicating about ideas.	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.
			Initiates and engages in interactions with familiar adults.	Pre-K3	Engages in extended reciprocal interactions with adults that have a specific focus or goal, such as participating in cooperative activities or problem-solving.	E. Building relationships with adults	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.

SE.RA.2	Develops close relationships with familiar adults who provide consistent care.	Infants	Initiates interactions and seeks close proximity to caregiving adults.	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.
	Develops close relationships with familiar adults who provide consistent care.	Younger Toddlers	Looks to and shows a preference for familiar caregiving adults for emotional support and encouragement.	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.
	Develops close relationships with familiar adults who provide consistent care.	Older Toddlers	Connects with caregiving adults and engages in positive interactions. Seeks caregiving adults for comfort, support, and help.	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.
	Develops close relationships with familiar adults who provide consistent care.	Pre-K3	Communicates about emotional connection and attachment to caregiving adults. Turns to caregiving adults for protection, comfort, and getting needs met.	E. Building relationships with adults	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.

SE.RC	Relationships With Children	SE.RC.1	Initiates and engages in interactions with other children.	Infants	Looks or shows interest in peers by exploring another child's face and body, smiling, or making sounds directed to the 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.
			Initiates and engages in interactions with other children.	Younger Toddlers	Engages in simple interactions 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.
			Initiates and engages in interactions with other children.	Older Toddlers	Approaches other children for social interaction. Initiates contact and responds to others.	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.
			Initiates and engages in interactions with other children.	Pre-K3	Initiates and maintains extended interactions with other children, or engages in prosocial behaviors, with or without support from an adult.	F. Building relationships with other children	12. Building relationships: Children build relationships with other children and adults.; 13. Cooperative play: Children engage in cooperative play.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
		SE.RC.2	Develops relationships with peers through interactions over time.	Infants	Looks or shows interest in peers by exploring another child's face and body, smiling, or making sounds directed to 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.

	Develops relationships with peers through interactions over time.	Younger Toddlers	Engages with a few children on a regular basis and knows some of their names, likes, or dislikes.	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.
	Develops relationships with peers through interactions over time.	Older Toddlers	Develops friendships with a small number of children. Engages in interactions and plays with those friends more often than with other 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.
	Develops relationships with peers through interactions over time.	Pre-K3	Demonstrates preference for playing with peers they identify as friends. Friendships are more reciprocal and consistent.	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.
SE.RC.3	Engages in play with other children.	Infants	(No indicator)			
	Engages in play with other children.	Younger Toddlers	Plays alongside other children. Imitates simple actions of other children.	F. Building relationships with other children	10. Playing with others: Children play with others.	Creative Arts – 9.4.1 Children participate in play scenarios.

			Engages in play with other children.	Older Toddlers	Joins other children in play by interacting with the same materials or toys, playing with similar activities, and sometimes working together.	F. Building relationships with other children	10. Playing with others: Children play with others.	Creative Arts – 9.4.1 Children participate in play scenarios.
			Engages in play with other children.	Pre-K3	Engages with peers in simple, cooperative play, such as complex make-believe play, games, and other extended play with a common goal.	F. Building relationships with other children	13. Cooperative play: Children engage in cooperative play.	Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive relationships with both children and adults.
SE.SR	Emotional Self-Regulation	SE.SR.1	Develops the ability to manage own emotions and their expression.	Infants	Vocalizes or shows visible signs of distress; calms with soothing from a familiar adult.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
			Develops the ability to manage own emotions and their expression.	Younger Toddlers	Uses simple actions to self-soothe when distressed. Seeks and accepts comfort from familiar adult when distressed.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

				Develops the ability to manage own emotions and their expression.	Older Toddlers	Uses a range of actions to cope with distress or strong emotions, seeking comfort from adults or engaging in self-soothing.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
				Develops the ability to manage own emotions and their expression.	Pre-K3	Manages some emotions or distress with less adult support. Relies on support from familiar adults to cope with intense distress or strong emotions.	D. Emotions; E. Building relationships with adults	9. Emotions: Children recognize, label, and regulate their feelings.; 12. Building relationships: Children build relationships with other children and adults.	Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions 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.
Approaches to Learning	ATL.EF	Executive Functioning	ATL.EF.1	Develops the ability to persist in actions and behaviors.	Infants	Shows the ability to engage in interactions or explore objects. Repeats an action or vocalization several times to gain an adult's attention or explore an object.	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.2.2 Children sustain effort to achieve their intentions.

Develops the ability to persist in actions and behaviors.	Younger Toddlers	Intentionally repeats actions in an effort to achieve a simple goal, even when encountering a challenge.	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.2.2 Children sustain effort to achieve their intentions.
Develops the ability to persist in actions and behaviors.	Older Toddlers	Stays engaged on tasks and tries different strategies to achieve a goal, working through challenges with an adult's support.	B. Problem solving with materials	2. Problem solving: Children solve problems encountered in exploration and play.	Approaches to Learning – 1.2.2 Children sustain effort to achieve their intentions.

	Develops the ability to persist in actions and behaviors.	Pre-K3	Persists on tasks, trying multiple strategies over a sustained period to achieve a goal, sometimes with adult support.	A. Initiative and planning; 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 peer or teacher 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, applying what they learn to new situations.
ATL.EF.2	Develops the ability to keep information in mind active for immediate use (working memory).	Infants	Shows emerging awareness that familiar people and objects exist even when they are no longer physically present.	GG. Geography	23. Object permanence: Children discover object permanence.	Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words.

Develops the ability to keep information in mind active for immediate use (working memory).	Younger Toddlers	Engages in looking for objects or people that are hidden and follows simple one-step directions with adult support.	B. Problem solving with materials M. Listening and comprehension	23. Object permanence: Children discover object permanence. 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). Language and Literacy – 4.1.2 Children understand and respond to questions from others.
Develops the ability to keep information in mind active for immediate use (working memory).	Older Toddlers	Engages in simple play and activities that require maintaining a rule or concept in mind for a brief time and follows simple two-step directions with adult support.	G. Community M. Listening and comprehension	11. Group participation: Children participate in group routines. 16. Listening and responding: Children listen and respond.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time. Language and Literacy – 4.1.2 Children understand and respond to questions from others.

	Develops the ability to keep information in mind active for immediate use (working memory).	Pre-K3	Keeps complex two-step directions or concepts in mind and uses the information for multistep play, performing tasks, and following more complex directions, with limited adult support.	M. Listening and comprehension; A. Initiative and planning	21. Comprehension: Children understand language.; 2. Planning: Children make plans and follow through on their intentions.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions from others.; 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.
ATL.EF.3	Develops the ability to manage impulses and reactions (inhibitory control)*.	Infants	Vocalizes or shows visible signs of distress and calms with soothing from a familiar adult.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
	Develops the ability to manage impulses and reactions (inhibitory control)*.	Younger Toddlers	Uses simple actions to self-soothe when distressed. Seeks and accepts comfort from a familiar adult when distressed.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.

	Develops the ability to manage impulses and reactions (inhibitory control)*.	Older Toddlers	Occasionally manages impulsive behaviors by pausing before reacting, with frequent adult support.	D. Emotions	8. Emotions: Children express emotions.	Social Emotional – 2.1.2 Children regulate their emotions and actions with adult support.
	Develops the ability to manage impulses and reactions (inhibitory control)*.	Pre-K3	More consistently and independently manages impulsive behaviors by pausing before reacting.	D. Emotions	9. Emotions: Children recognize, label, and regulate their feelings.	Social and Emotional Learning — SE 2.1.2 Self-Awareness and Emotions: Children regulate their emotions and actions with increasing independence.
ATL.EF.4	Develops the ability to maintain attention and focus (sustained attention).	Infants	Attends to people or objects of interest in the environment.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
	Develops the ability to maintain attention and focus (sustained attention).	Younger Toddlers	Focuses on an activity for brief periods but is easily distracted.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.

	Develops the ability to maintain attention and focus (sustained attention).	Older Toddlers	Focuses on an activity and maintains attention for a moderate period of time, with adult support, even with minor distractions.	A. Initiative and planning	1. Initiative: Children express initiative.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
	Develops the ability to maintain attention and focus (sustained attention).	Pre-K3	Focuses on an activity, intently, for an extended period of time, despite distractions, with adult support.	A. Initiative and planning	3. Engagement: Children focus on activities that interest them.	Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.
ATL.EF.5	Develops flexibility in attention, actions, and behaviors (cognitive flexibility).	Infants	Repeats actions and behaviors. (May try more than one approach to reach a goal.)	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).

Develops flexibility in attention, actions, and behaviors (cognitive flexibility).	Younger Toddlers	Shifts focus to attend to new information or participate in new activities. Explores new and creative ways of using 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 – 6.3.1 Children observe properties of materials and objects.
Develops flexibility in attention, actions, and behaviors (cognitive flexibility).	Older Toddlers	Adjusts actions and behaviors to solve a problem or to adapt to changes in routines, with the assistance of an adult.	B. Problem solving with materials G. Community	2. Problem solving: Children solve problems encountered in exploration and play. 11. Group participation: Children participate in group routines.	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 – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.

			Develops flexibility in attention, actions, and behaviors (cognitive flexibility).	Pre-K3	Demonstrates flexibility in thinking and behavior, considers alternatives to solving a problem, and switches approaches with the support of an adult.	B. Problem solving with materials	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.
ATL.IC	Initiative and Curiosity	ATL.IC.1	Shows initiative in interactions, routines, play, and other experiences.	Infants	Explores objects and engages in interactions with others.	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.
			Shows initiative in interactions, routines, play, and other experiences.	Younger Toddlers	Explores and plays with objects in new ways. Participates and contributes to routines with the support of an adult.	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.
			Shows initiative in interactions, routines, play, and other experiences.	Older Toddlers	Starts activities of interest and uses play materials to explore an idea or emerging skill without being prompted.	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.

	Shows initiative in interactions, routines, play, and other experiences.	Pre-K3	Regularly starts and continues some activities, play, and routines independently. Shows enjoyment and interest in engaging in new activities.	A. Initiative and planning	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 take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.; Approaches to Learning — AL 1.2.1 Engagement & Persistence: Children sustain attention and engagement during both child- and adult-initiated experiences.
ATL.IC.2	Shows curiosity and interest when engaging with new objects, people, and experiences.	Infants	Shows interest when interacting with others and 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.

Shows curiosity and interest when engaging with new objects, people, and experiences.	Younger Toddlers	Displays excitement and interest in new objects, people, or events by attentively observing and approaching, vocalizing, or gesturing.	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.
Shows curiosity and interest when engaging with new objects, people, and experiences.	Older Toddlers	Seeks out information about new people, objects, and events with interest. Acts on objects, intentionally, to see what happens.	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions	1. Initiative: Children express initiative. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Approaches to Learning – 1.1.1 Children choose how to explore their environment and participate in new experiences. Science – 6.3.2 Children notice how objects move and change.
Shows curiosity and interest when engaging with new objects, people, and experiences.	Pre-K3	Pursues detailed information about new people, objects, and events. Approaches new experiences with interest, sometimes taking risks to try out new ideas.	A. Initiative and planning	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 take the lead in investigating their environment, making their own choices about what to explore and how to participate in new experiences.

ATL.IC.3	Shows engagement and interest in play.	Infants	Explores objects and engages in interactions with others.	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. Science – 6.3.1 Children observe properties of materials and objects.
	Shows engagement and interest in play.	Younger Toddlers	Explores objects in parallel with peers and engages in simple pretend play based on familiar everyday activities (for example, pretending to feed a baby doll).	F. Building relationships with other children AA. Pretend play	10. Playing with others: Children play with others. 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.

Shows engagement and interest in play.	Older Toddlers	Engages in play with peers, including pretend play, physical play (for example, running, jumping, climbing), and constructive play (for example, building with blocks, playing in the sandbox).	F. Building relationships with other children AA. Pretend play I. Gross-motor skills X. Art	10. Playing with others: Children play with others. 36. Imitating and pretending: Children imitate and pretend. 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 37. Exploring art materials: Children explore building and art materials.	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. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
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				Shows engagement and interest in play.	Pre-K3	Engages in more complex play with peers. Pretend play is more elaborate and may include both real and fantasy elements. Physical play and constructive play may include rules, joint planning, and extended engagement.	A. Initiative and planning; F. Building relationships with other children; AA. Pretend play	3. Engagement: Children focus on activities that interest them.; 13. Cooperative play: Children engage in cooperative play.; 2. Planning: Children make plans and follow through on their intentions.; 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.	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 1.1.2 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.
Language and Literacy	L.CS	Communicating and Speaking	L.CS.1	Uses increasingly complex grammar to communicate.	Infants	(No indicator)			

Uses increasingly complex grammar to communicate.	Younger Toddlers	Communicates using simple words or signs, often accompanied by gestures.	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 increasingly complex grammar to communicate.	Older Toddlers	Puts words together into sentences or phrases of two or three words, with the correct use of some grammar rules such as pluralization of regular words, personal pronouns (I, you, he), and regular verb conjugations (for example, I build, he builds, she is building).	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 increasingly complex grammar to communicate.	Pre-K3	Uses more complex grammatical structures, such as using sentences with multiple connected clauses, speaking about the past and future, and using contractions (for example, I'm, don't).	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.
L.CS.2	Expresses interests, wants, and needs through nonverbal and increasingly verbal communication.	Infants	Communicates wants and needs through vocalizations such as cooing and babbling, facial expressions, and gestures.	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.
	Expresses interests, wants, and needs through nonverbal and increasingly verbal communication.	Younger Toddlers	Communicates interests, wants, and needs through a combination of gestures, signs, vocalizations, or single 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.

	Expresses interests, wants, and needs through nonverbal and increasingly verbal communication.	Older Toddlers	Combines words or signs into phrases of two or three words to express interests, wants, and needs. (A child who is learning more than one language may combine words across languages.)	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.
	Expresses interests, wants, and needs through nonverbal and increasingly verbal communication.	Pre-K3	Uses sentences combining three or more words to express interests, wants, and needs. (A child who is learning more than one language may combine words across languages.)	L. Speaking	22. Speaking: Children express themselves using language.; 30. English language learning: Children use English and their home language(s) (including sign 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.
L.CS.3	Develops the capacity to speak or sign clearly.	Infants	(No indicator)			
	Develops the capacity to speak or sign clearly.	Younger Toddlers	Says or signs at least a few words or approximation of words that familiar adults understand.	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.

	Develops the capacity to speak or sign clearly.	Older Toddlers	Speaks or signs more clearly so that familiar adults understand most of the child's words, but speech may contain pronunciation errors.	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.
	Develops the capacity to speak or sign clearly.	Pre-K3	Speaks or signs clearly enough that most words are free of errors and can be understood both by familiar and unfamiliar adults.	L. Speaking	22. Speaking: Children express themselves using language.; 30. English language learning: Children use English and their home language(s) (including sign 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.
L.CS.4	Learns to engage in conversation.	Infants	Coos and babbles to an adult in response to spoken language, taking turns similar to a conversation.	L. Speaking	18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.5 Children have turn-taking conversations about immediate concrete experiences with adult support.
	Learns to engage in conversation.	Younger Toddlers	Babbles and uses early vocabulary to respond to questions from adults.	L. Speaking	18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.5 Children have turn-taking conversations about immediate concrete experiences with adult support.

Learns to engage in conversation.	Older Toddlers	Engages in conversations with multiple back and forth turns.	L. Speaking	18. Two-way communication: Children participate in two-way communication.	Language and Literacy – 4.1.5 Children have turn-taking conversations about immediate concrete experiences with adult support.
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			Learns to engage in conversation.	Pre-K3	Initiates, continues, or extends conversations with others, using meaningful and appropriate responses and questions.	L. Speaking; M. Listening and comprehension; E. Building relationships with adults; F. Building relationships with other children	22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — 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 from others.; 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 <u>relationships with both</u>
L.EL	Early Literacy	L.EL.1	Interacts with books, developing an understanding of book-handling behaviors and print conventions.	Infants	Demonstrates interest in exploring and looking at picture books with an adult.	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.

	Interacts with books, developing an understanding of book-handling behaviors and print conventions.	Younger Toddlers	Interacts with books or pictures by touching them or turning pages, or naming or pointing to familiar objects and people.	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.
	Interacts with books, developing an understanding of book-handling behaviors and print conventions.	Older Toddlers	Demonstrates an understanding of book-handling behaviors such as speaking or signing while turning pages as if reading.	Q. Book enjoyment and knowledge	20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.4.2 Children demonstrate reading conventions by holding books and turning pages one by one.
	Interacts with books, developing an understanding of book-handling behaviors and print conventions.	Pre-K3	Demonstrates an understanding of basic print conventions and book-handling behaviors, such as looking at the title of a book, orienting a book, and turning the pages in a single direction.	Q. Book enjoyment and knowledge	28. Book knowledge: Children demonstrate knowledge about books.; 27. Concepts about print: Children demonstrate knowledge about environmental print.	Language and Literacy — LL 4.4.2 Print Concepts: Children demonstrate reading conventions by identifying the parts of the book, the starting point in a line of text, and the direction in which text is read.
L.EL.2	Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.	Infants	Attends to books, pictures, or rhymes recited by an adult.	Q. Book enjoyment and knowledge	21. Enjoying language: Children enjoy stories, rhymes, and songs.	Language and Literacy – 4.5.2 Children engage with books read by adults.

Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.	Younger Toddlers	Participates actively in storytelling, reading, or singing by pointing at pictures and saying, signing, or repeating one or two of the words.	Q. Book enjoyment and knowledge M. Listening and comprehension	21. Enjoying language: Children enjoy stories, rhymes, and songs. 16. Listening and responding: Children listen and respond.	Language and Literacy – 4.5.2 Children engage with books read by adults. Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds.
Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.	Older Toddlers	Says or signs, with modeling and support, repetitive phrases or refrains from favorite stories, songs, or rhymes.	Q. Book enjoyment and knowledge N. Phonological awareness	21. Enjoying language: Children enjoy stories, rhymes, and songs.	Language and Literacy – 4.3.1 Children join in familiar songs and word games containing rhyming sounds. Language and Literacy – 4.7.1 Children retell details from a familiar story and/or shared reading experiences.

	Demonstrates interest and attention to language and structure used in books, rhymes, and storytelling.	Pre-K3	Says or signs a few familiar words, phrases, or repetitive refrains from favorite stories, songs, or rhymes, often imitating the intonation of adult readers or speakers.	Q. Book enjoyment and knowledge; N. Phonological awareness; L. Speaking	28. Book knowledge: Children demonstrate knowledge about books.; 24. Phonological awareness: Children identify distinct sounds in spoken language.; 22. Speaking: Children express themselves using language.	Language and Literacy — LL 4.5.1 Book Enjoyment: Children show an interest in reading books.; 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.
L.EL.3	Understands meaning communicated through stories, pictures, and informational books.	Infants	Attends to pictures and drawings while being read to by an adult.	P. Reading	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.

Understands meaning communicated through stories, pictures, and informational books.	Younger Toddlers	Participates actively in storytelling, reading, or singing by pointing at pictures and saying, signing, or repeating one or two words.	P. Reading M. Listening and comprehension	38. Identifying visual images: Children respond to and identify pictures and photographs. 21. Enjoying language: Children enjoy stories, rhymes, and songs.	Language and Literacy – 4.5.2 Children engage with books read by adults.
Understands meaning communicated through stories, pictures, and informational books.	Older Toddlers	Demonstrates understanding of a book's meaning after reading. (May relate the book to something in their own life or use the new vocabulary learned from a book.)	M. Listening and comprehension P. Reading	21. Enjoying language: Children enjoy stories, rhymes, and songs. 38. Identifying visual images: Children respond to and identify pictures and photographs.	Language and Literacy – 4.7.1 Children retell details from a familiar story and/or shared reading experiences. Language and Literacy – 4.7.2 Children retell a fact about an informational text from shared reading experiences. Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.

	Understands meaning communicated through stories, pictures, and informational books.	Pre-K3	Retells, reenacts, or draws events from a story. Names, describes, plays, or creates art to demonstrate something learned in an informational text.	M. Listening and comprehension; Q. Book enjoyment and knowledge	21. Comprehension: Children understand language.; 28. Book knowledge: Children demonstrate knowledge about books.	Language and Literacy — LL 4.7.1 Comprehension/Narrative: Children demonstrate understanding of narrative text read aloud.; Language and Literacy — LL 4.7.2 Comprehension/Informational Text: Children recall the general topic of an informational text after a shared reading.
L.EL.4	Understands that printed words, symbols, or pictures convey meaning and develops an increasing understanding of the meaning carried by each.	Infants	Attends to pictures and drawings in books while being read to by an adult.	P. Reading	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.
	Understands that printed words, symbols, or pictures convey meaning and develops an increasing understanding of the meaning carried by each.	Younger Toddlers	Points at, says, or signs the names of familiar people, animals, or objects in a picture.	P. Reading	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.

	Understands that printed words, symbols, or pictures convey meaning and develops an increasing understanding of the meaning carried by each.	Older Toddlers	Shows some understanding of the distinction between pictures and text, words, or letters.	P. Reading O. Alphabetic knowledge	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.	Language and Literacy – 4.4.1 Children demonstrate understanding that print carries meaning. Language and Literacy – 4.2.1 Children name an uppercase letter.
	Understands that printed words, symbols, or pictures convey meaning and develops an increasing understanding of the meaning carried by each.	Pre-K3	Demonstrates understanding that letters or other linguistic characters (for example, Chinese hanzi) are a distinct kind of symbol that can be read to convey meaning.	P. Reading; 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 4.4.1 Print Concepts: Children understand that print appears in many forms and communicates ideas that can be read, viewed, and understood by others.; Language and Literacy — LL 4.2.1 Alphabet Knowledge: Children name uppercase and lowercase letters.
L.EL.5	Develops ability to recognize highly familiar text and a few letters.	Infants	(No indicator)			
	Develops ability to recognize highly familiar text and a few letters.	Younger Toddlers	(No indicator)			

	Develops ability to recognize highly familiar text and a few letters.	Older Toddlers	Recognizes, with modeling and support, highly familiar print in the environment (for example, their own name, product logos, STOP signs).	O. Alphabetic knowledge	20. Exploring print: Children explore picture books and magazines.	Language and Literacy – 4.4.1 Children demonstrate understanding that print carries meaning. Language and Literacy – 4.2.1 Children name an uppercase letter.
	Develops ability to recognize highly familiar text and a few letters.	Pre-K3	Names a few letters of the alphabet with adult modeling and support.	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.
L.EL.6	Develops an understanding of the sounds that make up words (phonological awareness).	Infants	(No indicator)			
	Develops an understanding of the sounds that make up words (phonological awareness).	Younger Toddlers	(No indicator)			
	Develops an understanding of the sounds that make up words (phonological awareness).	Older Toddlers	(No indicator)			

	Develops an understanding of the sounds that make up words (phonological awareness).	Pre-K3	Recognizes similarities in the sounds of words, such as noticing rhyming sounds or matching words that have the same first sound, with adult support.	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.
L.EL.7	Draws or writes marks with increasing control.	Infants	(No indicator)			
	Draws or writes marks with increasing control.	Younger Toddlers	Makes marks or uncontrolled scribbles on paper using a full-fist grasp.	R. Writing	37. Exploring art materials: Children explore building and art materials.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves).
	Draws or writes marks with increasing control.	Older Toddlers	Scribbles with greater control and draws lines, circle-like shapes, or other deliberate marks. The child grasps the writing tool using all five fingers pointed downward toward the tip of the utensil and uses whole-arm movements.	R. Writing	37. Exploring art materials: Children explore building and art materials.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves).

	Draws or writes marks with increasing control.	Pre-K3	Produces or copies lines or approximations of letters or characters. Their letters or characters may not be recognizable (for example, may appear as squiggles). With adult support, the child uses a modified three- or four- finger grasp near the tip of the writing tool and uses forearm movements.	R. Writing; J. Fine-motor skills	29. Writing: Children write for many different purposes.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Language and Literacy — LL 4.6.1 Writing: Children use writing tools to write letter-like forms, words, or short phrases.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.
L.EL.8	Makes marks or scribbles on paper with the intention to convey meaning.	Infants	(No indicator)			
	Makes marks or scribbles on paper with the intention to convey meaning.	Younger Toddlers	(No indicator)			

			Makes marks or scribbles on paper with the intention to convey meaning.	Older Toddlers	Makes marks intended to represent a person, object, concept, or letters/ numbers, even if the image produced is not recognizable to an adult.	R. Writing	37. Exploring art materials: Children explore building and art materials.	Language and Literacy – 4.6.1 Children use writing tools to make marks (lines, circles, swoops, waves).
			Makes marks or scribbles on paper with the intention to convey meaning.	Pre-K3	Uses drawings and early attempts at writing alphabet letters along with an explanation to convey meaning, demonstrating an understanding of the difference between the drawings and letters.	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.
L.LU	Listening and Understanding	L.LU.1	Attends and responds to others and develops the ability to engage in joint attention with another person.	Infants	Develops the ability to follow adult gaze to look at objects of interest. Note that a child who is blind may follow other adult cues, such as sound or touch.	E. Building relationships with 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.

Attends and responds to others and develops the ability to engage in joint attention with another person.	Younger Toddlers	Follows another person's gaze looking back and forth between a conversational partner and an object of shared attention. Uses own gesture and language skills to direct the gaze of others. Note that a child who is blind may follow other adult cues, such as sound or touch.	E. Building relationships with 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.
Attends and responds to others and develops the ability to engage in joint attention with another person.	Older Toddlers	Attends to an object described in a conversation between two other speakers and, through only listening, learns to express a new word.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.

			Attends and responds to others and develops the ability to engage in joint attention with another person.	Pre-K3	Attends to what others say while interacting with them for an extended period of time, showing understanding by responding with words, phrases, or sentences over several back-and-forth exchanges or by doing a series of actions related to the conversation.	M. Listening and comprehension; L. Speaking; E. Building relationships with adults; F. Building relationships with other children	21. Comprehension: Children understand language.; 22. Speaking: Children express themselves using language.; 12. Building relationships: Children build relationships with other children and adults.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions 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.; Language and Literacy — LL 4.1.5 Language & Communication: Children follow discussion norms during collaborative conversations.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and maintain positive <u>relationships with both</u>
	L.LU.2		Understands and follows directions.	Infants	Shows understanding when someone says familiar words related to the immediate situation.	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 and follows directions.	Younger Toddlers	Follows simple one-step instructions relating to the immediate environment.	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 and follows directions.	Older Toddlers	Understands simple instructions with more than one part.	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 and follows directions.	Pre-K3	Follows directions with several parts, even if some of the steps refer to something that isn't in the immediate environment.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions from others.
L.LU.3	Understands increasingly complex sentences and utterances.	Infants	Attends to speech, showing recognition of familiar words related to the immediate situation.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
	Understands increasingly complex sentences and utterances.	Younger Toddlers	Attends to longer and more complex speech, showing understanding of an increasing number of words.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.

			Understands increasingly complex sentences and utterances.	Older Toddlers	Comprehends simple sentences, phrases, and questions, which are demonstrated through words or 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. Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
			Understands increasingly complex sentences and utterances.	Pre-K3	Understands longer and more complex sentences and utterances such as wh- questions, short stories, or multiple sentences strung together.	M. Listening and comprehension	21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions from others.
L.VO	Vocabulary	L.VO.1	Understands an increasing number and variety of words heard in familiar environments, play, and routines.	Infants	Understands a small number of words or signs for familiar people or objects, demonstrating understanding by looking at the person or object when named.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.

Understands an increasing number and variety of words heard in familiar environments, play, and routines.	Younger Toddlers	Understands an increasing number of words that identify familiar people or objects used in conversation with others focused on the current place and time. Demonstrates understanding by looking, gesturing, or responding with an appropriate action, sign, or verbal response.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
Understands an increasing number and variety of words heard in familiar environments, play, and routines.	Older Toddlers	Understands an increasing number of words used in simple sentences during conversation and play with others. Demonstrates understanding by looking, gesturing, or responding with an appropriate action, sign, or verbal response.	M. Listening and comprehension	16. Listening and responding: Children listen and respond.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.

			Understands an increasing number and variety of words heard in familiar environments, play, and routines.	Pre-K3	Understands vocabulary words describing familiar actions, ideas, and emotions, as well as words used to categorize objects (such as fruits or animals). Understands increasingly longer sentences containing a variety of words. Demonstrates understanding by looking, gesturing, or responding with an appropriate action, sign, or verbal response.	M. Listening and comprehension	23. Vocabulary: Children understand and use a variety of words and phrases.; 21. Comprehension: Children understand language.	Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions from others.
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L.VO.2	Uses an increasing number and variety of words when communicating with others.	Infants	Babbles with combinations of consonant and vowel sounds, mimicking the sounds of the language or languages the child experiences in the environment. Note that a child who is deaf or hard of hearing may produce sounds during early vocal play, but may not produce clear syllables such as “ba-ba-ba” around 8 months of age. A child who is learning American Sign Language will also babble by moving their hands in sign-like shapes.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
	Uses an increasing number and variety of words when communicating with others.	Younger Toddlers	Says or signs a few words to communicate about familiar objects or people.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.

Uses an increasing number and variety of words when communicating with others.	Older Toddlers	Uses an increasing number of words or signs to convey thoughts, feelings, or information, and occasionally speaks about personal past.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
Uses an increasing number and variety of words when communicating with others.	Pre-K3	Speaks or signs in multi-word phrases or sentences, using nouns, verbs, and adjectives.	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.

L.VO.3	Uses an increasing number of words to describe people and objects in the environment.	Infants	Babbles with combinations of consonant and vowel sounds, mimicking the sounds of the language or languages the child experiences in the environment. Note that both hearing and Deaf children typically produce sounds during early vocal play. However, by 8 months of age, many hearing children will produce clear syllables such as “ba-ba-ba,” while this indicator appears later, or not at all, in children who are Deaf or hard of hearing.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
	Uses an increasing number of words to describe people and objects in the environment.	Younger Toddlers	Uses single words to refer to objects or people in the environment, often using a word they already know to refer to a similar object.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.

				Uses an increasing number of words to describe people and objects in the environment.	Older Toddlers	Uses simple descriptive words to talk about the characteristics of people or objects, such as size or color.	L. Speaking	19. Speaking: Children speak.	Language and Literacy – 4.1.4 Children understand and use an increasing number of new words.
				Uses an increasing number of words to describe people and objects in the environment.	Pre-K3	Uses an increasingly wide variety of words to describe, with greater specificity, different characteristics of people or objects (for example, tall, long, hard, soft, fast, slow).	L. Speaking	23. Vocabulary: Children understand and use a variety of words and phrases.	Language and Literacy — LL 4.1.4 Language & Communication: Children understand and accurately use a variety of vocabulary words.
Early Cognition and STEAM	C.A	Arts	C.A.1	Demonstrates interest in and increasing capacity to create visual art.	Infants	Shows interest in visual art such as pictures, photographs, or sculptures. Explores sensory materials related to visual art.	X. Art	37. Exploring art materials: Children explore building and art materials.	Creative Arts – 9.5.1 Children show appreciation for the arts by expressing preferences. Creative Arts – 9.1.1 Children initiate and lead as they create 2-D and 3-D art representations.
				Demonstrates interest in and increasing capacity to create visual art.	Younger Toddlers	Creates marks and textures* through experimentation with a variety of visual art materials.	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.

Demonstrates interest in and increasing capacity to create visual art.	Older Toddlers	Creates drawings and paintings and experiments with three-dimensional art (for example, collages, sculptures) using a variety of materials. Sometimes creates with the intention to represent objects, people, or scenes, although their representations may not be recognizable.	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.
Demonstrates interest in and increasing capacity to create visual art.	Pre-K3	Creates drawings and paintings using controlled lines and three-dimensional forms using a variety of materials. Demonstrates the ability to create a few basic representations of objects, people, or scenes.	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 create works of art with a variety of art materials.

C.A.2	Demonstrates interest in and increased capacity to explore, create, and respond to vocal and instrumental music.	Infants	Attends to a variety of sounds, vocalizations, and vibrations.	Y. Music	39. Listening to music: Children listen to music. 40. Responding to music: Children respond to music.	Creative Arts – 9.2.1 Children initiate and lead as they create music.
	Demonstrates interest in and increased capacity to explore, create, and respond to vocal and instrumental music.	Younger Toddlers	Experiments with a variety of sounds, vocalizations, and vibrations using objects, instruments, or voices.	Y. Music	41. Sounds: Children explore and imitate sounds. 42. Vocal pitch: Children explore vocal pitch sounds.	Creative Arts – 9.2.1 Children initiate and lead as they create music.
	Demonstrates interest in and increased capacity to explore, create, and respond to vocal and instrumental music.	Older Toddlers	Engages in extended exploration of vocal and instrumental music, responding to tempo (speed) and dynamics (loudness).	Y. Music	15. Steady beat: Children feel and experience steady beat. 39. Listening to music: Children listen to music. 40. Responding to music: Children respond to music. 41. Sounds: Children explore and imitate sounds.	Creative Arts – 9.2.1 Children initiate and lead as they create music.

			Demonstrates interest in and increased capacity to explore, create, and respond to vocal and instrumental music.	Pre-K3	Demonstrates increased vocal and physical control when exploring and responding to rhythm, tempo (speed), and dynamics (loudness). Produce simple rhythms and short tunes using objects, instruments, or voices.	Y. Music	41. Music: Children express and represent what they observe, think, imagine, and feel through music.	Creative Arts — CA 9.2.1 Music: Children create music.
		C.A.3	Develops the ability to engage in role-play.	Infants	(No indicator)			
			Develops the ability to engage in role-play.	Younger Toddlers	(No indicator) C.A: Arts			
			Develops the ability to engage in role-play.	Older Toddlers	Engages in simple pretend play by themselves or with others.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
			Develops the ability to engage in role-play.	Pre-K3	Engages in role-play*, acting out characters or scenes by themselves or with others using a few simple gestures, expressions, and props to convey emotions or characteristics.	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.

C.GCD	General Cognitive Development	C.GCD.1	Develops the ability to store, recall, and share information about people, objects, and previous experiences.	Infants	Recognizes differences between familiar and unfamiliar people and objects. Shows emerging awareness that familiar people and objects exist even when they are no longer physically present.	FF. Knowledge of self and others GG. Geography	4. Distinguishing self and others: Children distinguish themselves from others. 23. Object permanence: Children discover object permanence.	Social Studies – 8.1.1 Children identify similarities and differences between themselves and others in their families and classroom.
			Develops the ability to store, recall, and share information about people, objects, and previous experiences.	Younger Toddlers	Remembers information about recent events or interactions with people. Remembers how to use objects from a previous experience.	C. Reflection	3. Reflection: Children reflect on their experiences.	Approaches to Learning – 1.3.2 Children communicate a detail about what they did soon after an event.
			Develops the ability to store, recall, and share information about people, objects, and previous experiences.	Older Toddlers	Remembers information over an extended period of time with more detail.	C. Reflection	3. Reflection: Children reflect on their experiences.	Approaches to Learning – 1.3.2 Children communicate a detail about what they did soon after an event.

	Develops the ability to store, recall, and share information about people, objects, and previous experiences.	Pre-K3	Communicates about past experiences. Uses time-related vocabulary (for example, before, yesterday, morning) when trying to describe when things happen.	HH. History; L. Speaking; M. Listening and comprehension	57. History: Children understand past, present, and future.; 22. Speaking: Children express themselves using language.; 21. Comprehension: Children understand language.	Social Studies — 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.; Language and Literacy — LL 4.1.2 Language & Communication: Children understand and respond to questions from others.
C.GCD.2	Uses memories to anticipate what will happen and engages in more complex actions.	Infants	Anticipates simple and familiar actions or routines.	C. Reflection	32. Anticipating events: Children anticipate familiar events.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.

	Uses memories to anticipate what will happen and engages in more complex actions.	Younger Toddlers	Anticipates parts of more complicated routines (and may take action that follows the routine).	C. Reflection	32. Anticipating events: Children anticipate familiar events.	Approaches to Learning – 1.2.1 Children sustain attention and engagement during routines and child-initiated experiences for short periods of time.
	Uses memories to anticipate what will happen and engages in more complex actions.	Older Toddlers	Anticipates a series of steps in a routine and remembers how to complete all steps of the routine.	C. Reflection	32. Anticipating events: Children anticipate familiar events.	Approaches to Learning – 1.3.2 Children communicate a detail about what they did soon after an event.
	Uses memories to anticipate what will happen and engages in more complex actions.	Pre-K3	Recreates a series of steps from a familiar activity or routine, or even from books or stories.	C. Reflection	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.
C.GCD.3	Observes people and imitates their behaviors, sounds, or words.	Infants	Observes people and occasionally mimics their emotional expressions, simple gestures, and other subtle behaviors.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.

	Observes people and imitates their behaviors, sounds, or words.	Younger Toddlers	Attends to the actions of other people and imitates some simple actions, words, or sounds.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
	Observes people and imitates their behaviors, sounds, or words.	Older Toddlers	Imitates actions involving multiple parts. Imitates words or gestures in order to communicate.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
	Observes people and imitates their behaviors, sounds, or words.	Pre-K3	Imitates complex actions and behaviors involving multiple steps to solve problems and achieve goals.	B. Problem solving with materials	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.
C.GCD.4	Develops an understanding that certain objects, actions, or symbols can represent other objects or actions.	Infants	Becomes familiar with objects and actions through exploration.	AA. Pretend play BB. Observing and classifying	36. Imitating and pretending: Children imitate and pretend. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Creative Arts – 9.4.1 Children participate in play scenarios. Science – 6.3.1 Children observe properties of materials and objects.

Develops an understanding that certain objects, actions, or symbols can represent other objects or actions.	Younger Toddlers	Uses objects to represent actions with other objects.	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.
Develops an understanding that certain objects, actions, or symbols can represent other objects or actions.	Older Toddlers	Engages in pretend play involving several ordered steps and assigned roles. Uses objects flexibly so that one object can represent multiple other objects (for example, a block becomes a car, then a cookie). Engages in pretend play by imagining an object without needing any concrete object present (for example, pretending to hold an invisible phone).	AA. Pretend play	36. Imitating and pretending: Children imitate and pretend.	Creative Arts – 9.4.1 Children participate in play scenarios.

			Develops an understanding that certain objects, actions, or symbols can represent other objects or actions.	Pre-K3	Develops an understanding of symbols and how they can be used to represent objects, actions, or ideas.	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.
C.MT	Mathematics	C.MT.1	Develops a sense of numbers and demonstrates some basic knowledge of counting.	Infants	Explores objects and attends to quantity.	S. Number and counting	27. Number: Children experience the number of things.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
			Develops a sense of numbers and demonstrates some basic knowledge of counting.	Younger Toddlers	Attends to changes in quantity when interacting with objects and uses gestures and/or basic words to refer to quantity (for example, more, all gone).	S. Number and counting	25. Exploring more: Children experience "more." 27. Number: Children experience the number of things.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms.
			Develops a sense of numbers and demonstrates some basic knowledge of counting.	Older Toddlers	Uses number words to refer to numbers or quantity. Recites part of the number list or count small sets of objects but frequently makes mistakes.	S. Number and counting	27. Number: Children experience the number of things. 26. One-to-one correspondence: Children experience one-to-one correspondence.	Mathematics – 5.1.1 Children use math talk by using number words and/or general quantity terms. Mathematics – 5.1.3 Children count objects using numbers with adult support.

			Develops a sense of numbers and demonstrates some basic knowledge of counting.	Pre-K3	Recites the number list to ten with increasing accuracy. Shows an emerging understanding that numbers represent “how many,” and uses one-to-one correspondence to count small sets.	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 math talk to describe, organize, and navigate their environment by using numbers and ordinal words.; Mathematics — M 5.1.3 Number Sense, Counting, & Cardinality: Children use one-to-one correspondence to accurately count objects in small sets.; Mathematics — M 5.1.4 Number Sense, Counting, & Cardinality: Children recognize that the final number word names the total quantity.
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C.MT.2	Develops spatial understanding and explores how objects and their own bodies move and fit in space.	Infants	Explores the movement of their own body and objects.	I. Gross-motor skills T. Geometry: Shapes and spatial awareness	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 31. Seeing from different viewpoints: Children observe people and things from various perspectives.	Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.
	Develops spatial understanding and explores how objects and their own bodies move and fit in space.	Younger Toddlers	Explores how objects fit together in space.	T. Geometry: Shapes and spatial awareness J. Fine-motor skills	30. Taking apart and putting together: Children take things apart and fit them together.	Mathematics – 5.4.2 Children transform (compose and decompose) shapes with adult support.
	Develops spatial understanding and explores how objects and their own bodies move and fit in space.	Older Toddlers	Understands and uses some spatial vocabulary to describe the position (for example, under, in, on) or direction (for example, up, down) of an object. Predicts how objects interact or move through space.	T. Geometry: Shapes and spatial awareness	28. Locating objects: Children explore and notice the location of objects. 14. Moving with objects: Children move with objects.	Mathematics – 5.4.3 Children explore concepts of space, direction, and location by using positional words. Science – 6.3.2 Children notice how objects move and change.

	Develops spatial understanding and explores how objects and their own bodies move and fit in space.	Pre-K3	Demonstrates increased understanding of spatial vocabulary to describe the relative position of objects and people in space (for example, above, below, next to, behind). Follows spatial directions involving their own body.	T. Geometry: Shapes and spatial awareness; I. Gross-motor skills	35. Spatial awareness: Children recognize spatial relationships among people and objects.; 18. Body awareness: Children know about their bodies and how to navigate them in space.	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.; Physical Development and Health — PDH 3.1.2 Gross Motor: Children demonstrate body and spatial awareness by adjusting position, speed, and/or direction to avoid obstacles.
C.MT.3	Identifies and recognizes a few basic shapes.	Infants	Explores the shape of objects.	T. Geometry: Shapes and spatial awareness	29. Shapes: Children explore and identify shapes.	Mathematics – 5.4.1 Children identify and describe shapes.
	Identifies and recognizes a few basic shapes.	Younger Toddlers	Explores how objects of different shapes fit or do not fit together.	T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together: Children take things apart and fit them together.	Mathematics – 5.4.2 Children transform (compose and decompose) shapes with adult support.

	Identifies and recognizes a few basic shapes.	Older Toddlers	Recognizes and matches simple shapes (for example, circles, squares, triangles) especially if they are the same size.	T. Geometry: Shapes and spatial awareness	29. Shapes: Children explore and identify shapes.	Mathematics – 5.4.1 Children identify and describe shapes.
	Identifies and recognizes a few basic shapes.	Pre-K3	Recognizes, matches, and names simple shapes varying in size (for example, circles, squares, triangles).	T. Geometry: Shapes and spatial awareness	34. Shapes: Children identify, name, and describe shapes.	Mathematics — M 5.4.1 Geometry & Spatial Awareness: Children identify and describe two-dimensional shapes.
C.MT.4	Explores the similarities and differences between objects and compares, sorts, and creates simple patterns with objects.	Infants	Explores objects and notices similarities and differences between objects.	BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
	Explores the similarities and differences between objects and compares, sorts, and creates simple patterns with objects.	Younger Toddlers	Matches two objects that are the same and/or selects objects with similar visual properties (for example, shape, color, size, material).	BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.

	Explores the similarities and differences between objects and compares, sorts, and creates simple patterns with objects.	Older Toddlers	Sorts objects into two or more groups based on one property such as shape, color, size, or their function, though sometimes inaccurately.	BB. Observing and classifying	24. Exploring same and different: Children explore and notice how things are the same or different.	Mathematics – 5.6.1 Children identify similarities and differences in order to sort according to one attribute.
	Explores the similarities and differences between objects and compares, sorts, and creates simple patterns with objects.	Pre-K3	Sorts objects into two or more groups based on one property such as shape, color, size, or their function with increasing accuracy. Notices and creates simple patterns.	BB. Observing and classifying; V. Patterns	46. Classifying: Children classify materials, actions, people, and events.; 38. Patterns: Children identify, describe, copy, complete, and create patterns.	Mathematics — M 5.6.1 Data: Children sort objects into categories according to more than one attribute and count how many in each group.; Mathematics — M 5.3.1 Patterns & Algebraic Thinking: Children identify, copy, extend, create, and explain patterns.
C.MT.5	Demonstrates some knowledge of the measurable properties of objects such as size, length, and weight.	Infants	Explores objects and attends to the most noticeable properties of objects (for example, size).	U. Measurement	33. Exploring size: Children explore and notice the size of objects.	Mathematics – 5.5.1 Children compare objects using measurable attributes such as size, length, and weight.
	Demonstrates some knowledge of the measurable properties of objects such as size, length, and weight.	Younger Toddlers	Explores objects and notices how they differ by size and other properties (for example, length, weight).	U. Measurement	33. Exploring size: Children explore and notice the size of objects.	Mathematics – 5.5.1 Children compare objects using measurable attributes such as size, length, and weight.

			Demonstrates some knowledge of the measurable properties of objects such as size, length, and weight.	Older Toddlers	Understands and uses some words to describe the measurable properties of objects such as size and length (for example, big, little, long).	U. Measurement	33. Exploring size: Children explore and notice the size of objects.	Mathematics – 5.5.1 Children compare objects using measurable attributes such as size, length, and weight.
			Demonstrates some knowledge of the measurable properties of objects such as size, length, and weight.	Pre-K3	Understands and uses words to describe differences in size, length, or weight of objects (for example, bigger, longer, heavier). With adult support, compares and orders objects by size or length.	U. Measurement	36. Measuring: Children measure to describe, compare, and order things.	Mathematics — M 5.3.1 Measurement: Children describe and compare measurable attributes of objects, such as length, weight, and size.
C.STE	Science, Technology and Engineering	C.STE.1	Demonstrates curiosity about the world through exploration and investigation of physical objects and materials.	Infants	Focuses attention on things that happen in the environment and explores objects through the senses and a variety of simple actions.	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 curiosity about the world through exploration and investigation of physical objects and materials.	Younger Toddlers	Explores and learns about objects and events in their environment through repeated intentional 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.
Demonstrates curiosity about the world through exploration and investigation of physical objects and materials.	Older Toddlers	Seeks information through explorations with objects, observations, and by asking others. Uses trial and error to investigate objects and events.	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 – 6.1.1 Children engage in scientific inquiry by questioning, making observations, investigating, and describing what they notice.

	Demonstrates curiosity about the world through exploration and investigation of physical objects and materials.	Pre-K3	Asks simple questions, makes predictions, and engages in sustained explorations and investigations of objects and events. Explains or describes observations.	BB. Observing and classifying; CC. Experimenting , predicting, and drawing conclusions; L. Speaking	45. Observing: Children observe the materials and processes in their environment.; 47. Experimenting: Children experiment to test their ideas.; 48. Predicting: Children predict what they expect will happen.; 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.; 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.
C.STE.2	Develops an understanding of the causes and effects of actions and events.	Infants	Focuses attention on the effects of their actions on objects and repeats simple actions to make things happen.	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.

Develops an understanding of the causes and effects of actions and events.	Younger Toddlers	Interacts purposefully with objects to explore 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.
Develops an understanding of the causes and effects of actions and events.	Older Toddlers	Predicts outcomes of actions or events and identifies what caused something to happen.	CC. Experimenting , predicting, and drawing conclusions	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.	Science – 6.1.2 Children make predictions about what will happen next based on prior experience.
Develops an understanding of the causes and effects of actions and events.	Pre-K3	Asks questions about why things happen. Explains the impact of specific actions on objects and events.	CC. Experimenting , predicting, and drawing conclusions	49. Drawing conclusions: Children draw conclusions based on their experiences and observations.; 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.

C.STE.3	Explores the characteristics of the natural world, including living things, earth materials, the weather, and objects in the sky.	Infants	Focuses attention on the sounds, light, movements, and earth materials in their environment. Notices and explores their own body.	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.	Science – 6.2.2 Children observe features and changes in the earth, sky, and other natural phenomena.
	Explores the characteristics of the natural world, including living things, earth materials, the weather, and objects in the sky.	Younger Toddlers	Explores the characteristics of living things (plants and animals) and the physical properties of materials.	DD. Natural and physical world	24. Exploring same and different: Children explore and notice how things are the same or different.	Science – 6.2.1 Children identify characteristics of living things.
	Explores the characteristics of the natural world, including living things, earth materials, the weather, and objects in the sky.	Older Toddlers	Explores and makes observations about familiar objects, living things (plants and animals), and materials. Makes observations about the weather and about objects in the sky (sun, moon, stars, and clouds).	DD. Natural and physical world	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 24. Exploring same and different: Children explore and notice how things are the same or different.	Science – 6.2.1 Children identify characteristics of living things. Science – 6.2.2 Children observe features and changes in the earth, sky, and other natural phenomena.

			Explores the characteristics of the natural world, including living things, earth materials, the weather, and objects in the sky.	Pre-K3	Describes the needs of living things and how living things (plants and animals) change over time, the properties of materials and objects, and how the weather and objects in the sky (sun, moon, stars, and clouds) appear to move and change.	DD. Natural and physical world; BB. Observing and classifying; L. Speaking	51. Natural and physical world: Children gather knowledge about the natural and physical world.; 45. Observing: Children observe the materials and processes in their environment.; 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.	Science — S 6.2.2 Living Things: Children observe, describe, and compare how living things grow and change.; Science — S 6.2.3 Living Things: Children recognize that living things have basic needs.; Science — S 6.3.1 Physical Science: Children investigate and describe physical properties of objects and materials.; Science — S 6.4.1 Earth & Space Science: Children observe and describe weather and seasonal changes.; Science — S 6.4.2 Earth & Space Science: Children explore and describe characteristics of Earth materials and features.; Science — S 6.2.2 Natural Environment: Children
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C.STE.4	Takes action, uses tools, and carries out solutions to achieve goals or solve problems.	Infants	Uses own actions and movements to achieve an immediate goal or solve simple problems that involve their body or objects.	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).
	Takes action, uses tools, and carries out solutions to achieve goals or solve problems.	Younger Toddlers	Uses repeated, intentional actions to achieve goals or solve everyday problems. Uses objects as tools, watches others for possible solutions, or gestures or vocalizes for others to help.	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).
	Takes action, uses tools, and carries out solutions to achieve goals or solve problems.	Older Toddlers	Uses prior experience with a situation to reach goals or solve problems that are increasingly challenging. Uses tools and asks for help when needed.	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).

				Takes action, uses tools, and carries out solutions to achieve goals or solve problems.	Pre-K3	With adult support, designs and tests solutions for solving a problem or reaching a goal using a sequence of multiple steps and a variety of tools. Collaborates with peers and adults to plan and carry out solutions.	A. Initiative and planning; B. Problem solving with materials; EE. Tools and technology; F. Building relationships with other children; 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.; 52. Tools and technology: Children explore and use tools and technology.; 13. Cooperative play: Children engage in cooperative 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, applying what they learn to new situations.; Science — S 6.1.2 Scientific Inquiry: Children use tools and materials to investigate, test ideas, and solve problems.; Social and Emotional Learning — SE 2.2.1 Social-Awareness and Relationships: Children establish and
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Physical Well-Being and Motor Development	P.FM	Fine Motor	P.FM.1	Demonstrates increased control and coordination of small muscles in the hands and fingers to allow for more precise actions on objects.	Infants	Grasps and holds onto objects to explore their properties.	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.
				Demonstrates increased control and coordination of small muscles in the hands and fingers to allow for more precise actions on objects.	Younger Toddlers	Manipulates objects with increased precision and coordinates both hands at the same time to perform various simple actions on an object.	J. Fine-motor skills	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.
				Demonstrates increased control and coordination of small muscles in the hands and fingers to allow for more precise actions on objects.	Older Toddlers	Coordinates both hands to act on objects in complex ways to accomplish a variety of everyday activities (for example, eating, building, painting, or making crafts).	J. Fine-motor skills	30. Taking apart and putting together: Children take things apart and fit them together. 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.

	Demonstrates increased control and coordination of small muscles in the hands and fingers to allow for more precise actions on objects.	Pre-K3	Demonstrates highly precise, refined, and coordinated use of fingers to accomplish everyday activities.	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.
P.FM.2	Uses tools as a way to extend the abilities of their body and accomplish goals more efficiently.	Infants	Explores objects and learns about their properties.	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 tools as a way to extend the abilities of their body and accomplish goals more efficiently.	Younger Toddlers	Explores using objects as a way to more efficiently complete tasks.	B. Problem solving with materials J. Fine-motor skills	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 tools as a way to extend the abilities of their body and accomplish goals more efficiently.	Older Toddlers	Adapts to using a wider variety of tools (for example, a fork, a bucket, a shovel) to complete tasks with more precision.	B. Problem solving with materials J. Fine-motor skills	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). Physical Development and Health – 3.2.1 Children use their small muscles with increasing control.
			Uses tools as a way to extend the abilities of their body and accomplish goals more efficiently.	Pre-K3	Uses tools to attempt to accomplish tasks that require careful attention to detail.	EE. Tools and technology; J. Fine-motor skills	52. Tools and technology: Children explore and use tools and technology.; 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.	Science — S 6.1.2 Scientific Inquiry: Children use tools and materials to investigate, test ideas, and solve problems.; Physical Development and Health — PDH 3.2.1 Fine Motor: Children use their small muscles with coordination and increased dexterity.

P.GM	Gross Motor	P.GM.1	Demonstrates increased control and movement of the body using large muscles (involving the use of head, trunk, legs, and arms).	Infants	Controls head, arms, trunk, and legs, and maintains or changes their physical 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.
			Demonstrates increased control and movement of the body using large muscles (involving the use of head, trunk, legs, and arms).	Younger Toddlers	Coordinates whole body movement to locomote (for example, crawling through a fabric tunnel, walking).	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.
			Demonstrates increased control and movement of the body using large muscles (involving the use of head, trunk, legs, and arms).	Older Toddlers	Coordinates and controls large muscles to move and explore in a greater variety of ways.	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.
			Demonstrates increased control and movement of the body using large muscles (involving the use of head, trunk, legs, and arms).	Pre-K3	Moves with ease and has greater balance and coordination of large muscles to accomplish complex movements.	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 move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.

P.GM.2	Use large muscles and whole-body movements to explore their environment and interact with others.	Infants	Controls their head, arms, trunk, and legs to interact with objects and people.	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.
	Use large muscles and whole-body movements to explore their environment and interact with others.	Younger Toddlers	Coordinates their whole body to move to and from people, places, and objects.	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.
	Use large muscles and whole-body movements to explore their environment and interact with others.	Older Toddlers	Combines a variety of whole-body movements to initiate play with others.	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). 10. Playing with others: Children play with others.	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.

			Use large muscles and whole-body movements to explore their environment and interact with others.	Pre-K3	Coordinates a variety of complex whole-body movements as part of play and interactions with others (for example, dancing) and in navigating more challenging environments.	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 move their bodies in a variety of locomotor and nonlocomotor ways with flexibility, strength, and control.; Creative Arts — CA 9.3.1 Movement: Children use movement to express ideas and respond to music and other stimuli.
P.PS	Perception and Sensory Integration	P.PS.1	Uses and integrates information from the senses to explore and learn about objects, people, and experiences and to navigate own movement and actions.	Infants	Uses the senses to learn about objects and people in 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.

Uses and integrates information from the senses to explore and learn about objects, people, and experiences and to navigate own movement and actions.	Younger Toddlers	Uses sensory and perceptual information to adapt their movement and actions.	I. Gross-motor skills	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).	Physical Development and Health – 3.1.2 Children use their senses and spatial awareness to understand where their body is in relation to the environment.
Uses and integrates information from the senses to explore and learn about objects, people, and experiences and to navigate own movement and actions.	Older Toddlers	Coordinates information across senses and adjusts their interactions with objects and materials to successfully accomplish a goal in play or daily routines.	B. Problem solving with materials J. Fine-motor skills 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). 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.

			Uses and integrates information from the senses to explore and learn about objects, people, and experiences and to navigate own movement and actions.	Pre-K3	Integrates information across all the senses and uses perceptual information about objects and their own body in space to problem-solve and accomplish increasingly complex behaviors.	BB. Observing and classifying; I. Gross-motor skills; B. Problem solving with materials	45. Observing: Children observe the materials and processes in their environment.; 18. Body awareness: Children know about their bodies and how to navigate them in space.; 4. Problem solving: Children solve problems encountered in play.	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.; Physical Development and Health — PDH 3.1.2 Gross Motor: Children demonstrate body and spatial awareness by adjusting position, speed, and/or direction to avoid obstacles.; 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.
P.RH	Daily Routines, Health & Nutrition	P.RH.1	Develops increasing independence around daily routines and self-care.	Infants	Depends on adults for help with the majority of daily activities but is responsive during personal care routines.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.

	Develops increasing independence around daily routines and self-care.	Younger Toddlers	Occasionally shows signs of autonomy and ability to cooperate during daily routines and wants to help others.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
	Develops increasing independence around daily routines and self-care.	Older Toddlers	Consistently demonstrates some autonomy and ability to cooperate during self-care and needs less help during daily routines.	K. Personal care and healthy behavior	3. Self-help: Children do things for themselves.	Physical Development and Health – 3.3.3 Children participate in personal care routines with assistance.
	Develops increasing independence around daily routines and self-care.	Pre-K3	Engages in routine self-care, such as trips to the bathroom, dressing and undressing, and toothbrushing, with limited help.	K. Personal care and healthy behavior	19. Personal care: Children carry out personal care routines on their own.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.
P.RH.2	Shows an interest in healthy eating habits and nutritious food.	Infants	Eats a variety of solid foods, including self-feeding small, soft finger foods.	K. Personal care and healthy behavior	34. Eating: Children eat a variety of foods and increasingly feed themselves.	Physical Development and Health – 3.3.2 Children participate in healthy eating routines and make increasingly independent food choices with adult support.

			Shows an interest in healthy eating habits and nutritious food.	Younger Toddlers	Shows increased ability to feed self, using a spoon to bring food to their mouth, and chewing foods of a variety of textures.	K. Personal care and healthy behavior	34. Eating: Children eat a variety of foods and increasingly feed themselves.	Physical Development and Health – 3.3.2 Children participate in healthy eating routines and make increasingly independent food choices with adult support.
			Shows an interest in healthy eating habits and nutritious food.	Older Toddlers	Shows food preferences, including favorite foods, and picks between two foods when offered. Note that children may refuse to eat certain foods, even if they have eaten those foods in the past.	K. Personal care and healthy behavior	34. Eating: Children eat a variety of foods and increasingly feed themselves.	Physical Development and Health – 3.3.2 Children participate in healthy eating routines and make increasingly independent food choices with adult support.
			Shows an interest in healthy eating habits and nutritious food.	Pre-K3	Eats a variety of foods and demonstrates understanding that eating different types of food will help their body grow and be healthy.	K. Personal care and healthy behavior	19. Personal care: Children carry out personal care routines on their own.	Physical Development and Health — PDH 3.3.3 Health, Safety, and Well-Being: Children complete personal care routines independently.