HIGHSCOPE®

THE HIGHSCOPE curriculum AND COR Advantage®

South Carolina Early Learning Standards

ALIGNMENT



SC All ages 17, HS 26								
Domain	**Sub-topic**	**Goal**	**Indicator Code**	**Indicator**	**Age Band**	**COR Advantage Items**	**Key Developmental Indicators (KDIs)**	**Early Learning Goals (ELGs)**
Approaches to Play and Learning	Curiosity, Information-Seeking, and Eagerness	APL-1: Children show curiosity and express interest in the world around them.	APL-1a	Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near).	Infants (B	A: Initiative and planning BB: Observing and classifying FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 1.2.1: Sustains attention and engagement 6.1.1: Scientific inquiry
			APL-1b	Show interest in themselves (watch own hands, play with own feet).	Infants (B	A: Initiative and planning BB: Observing and classifying FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 1.2.1: Sustains attention and engagement 6.1.1: Scientific inquiry

			APL-1c	React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams).	Infants (B	A: Initiative and planning BB: Observing and classifying FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 1.2.1: Sustains attention and engagement 6.1.1: Scientific inquiry
			APL-1d	Imitate what others are doing.	Younger	A: Initiative and planning BB: Observing and classifying FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 1.2.1: Sustains attention and engagement 6.1.1: Scientific inquiry
			APL-1e	Show curiosity about their surroundings (with pointing, facial expressions, words).	Younger	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 1.2.1: Sustains attention and engagement 6.1.1: Scientific inquiry

			APL-1f	Show pleasure when exploring and making things happen (clap, smile, repeat action again and again).	Younger	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 1.2.1: Sustains attention and engagement 6.1.1: Scientific inquiry
			APL-1g	Show pleasure in new skills and in what they have done.	Older Toc	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 1.2.1: Sustains attention and engagement 6.1.1: Scientific inquiry
			APL-1h	Discover things that interest and amaze them, and seek to share them with others.	Older Toc	A: Initiative and planning F: Building relationships with other children BB: Observing and classifying	1. Initiative 13. Cooperative play 3. Engagement	1.1.1: Takes the lead in exploring 2.2.1: Positive relationships 1.2.1: Sustains attention and engagement

			APL-1i	Watch what others are doing and often try to participate.	Older Toc	A: Initiative and planning BB: Observing and classifying FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 1.2.1: Sustains attention and engagement 6.1.1: Scientific inquiry
			APL-1j	Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	Younger	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 1.2.1: Sustains attention and engagement 6.1.1: Scientific inquiry
			APL-1k	Discover things that interest and amaze them, and seek to share them with others.	Younger	A: Initiative and planning F: Building relationships with other children BB: Observing and classifying	1. Initiative 13. Cooperative play 3. Engagement	1.1.1: Takes the lead in exploring 2.2.1: Positive relationships 1.2.1: Sustains attention and engagement

			APL-1l	Show interest in a growing range of topics, ideas, and tasks.	Younger	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 6.2.1: Living things and habitats 1.2.1: Sustains attention and engagement
			APL-1m	Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).	Older Pre	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 1.2.1: Sustains attention and engagement 6.1.1: Scientific inquiry
			APL-1n	Discover things that interest and amaze them, and seek to share them with others.	Older Pre	A: Initiative and planning F: Building relationships with other children BB: Observing and classifying	1. Initiative 13. Cooperative play 3. Engagement	1.1.1: Takes the lead in exploring 2.2.1: Positive relationships 1.2.1: Sustains attention and engagement

			APL-1o	Show interest in a growing range of topics, ideas, and tasks.	Older Pre	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 6.2.1: Living things and habitats 1.2.1: Sustains attention and engagement
			APL-1p	Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills).	Older Pre	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions FF: Knowledge of self and others	1. Initiative 3. Engagement 45. Observing	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 6.1.1: Scientific inquiry
		APL-2: Children actively seek to understand the world around them.	APL-2a	Explore the indoor and outdoor environment using all available senses — smell, hear, see, feel, and taste.	Infants (B	A: Initiative and planning DD: Natural and physical world BB: Observing and classifying	1. Initiative 5. Use of resources 47. Experimenting	6.1.1: Scientific inquiry 1.1.1: Takes the lead in exploring 4.1.3: Asks questions

			APL-2b	With appropriate supports, move toward interesting people, sounds, objects, and activities.	Infants (B	A: Initiative and planning DD: Natural and physical world CC: Experimenting, predicting, and drawing conclusions	1. Initiative 5. Use of resources 47. Experimenting	6.1.1: Scientific inquiry 1.1.1: Takes the lead in exploring 4.1.3: Asks questions
			APL-2c	Initiate activities that interest them and try to get others involved.	Younger	A: Initiative and planning DD: Natural and physical world CC: Experimenting, predicting, and drawing conclusions	1. Initiative 5. Use of resources 47. Experimenting	6.1.1: Scientific inquiry 1.1.1: Takes the lead in exploring 4.1.3: Asks questions
			APL-2d	Use toys and other objects to make things happen (kick a ball, push a button on a toy).	Younger	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying	1. Initiative 5. Use of resources 47. Experimenting	6.1.1: Scientific inquiry 1.1.1: Takes the lead in exploring 4.1.3: Asks questions

			APL-2e	Move toward people and things that are new and/or interesting.	Younger	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying	1. Initiative 5. Use of resources 47. Experimenting	6.1.1: Scientific inquiry 1.1.1: Takes the lead in exploring 4.1.3: Asks questions
			APL-2f	Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, become absorbed in figuring out a situation).	Older Toc	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying	1. Initiative 5. Use of resources 47. Experimenting	6.1.1: Scientific inquiry 1.1.1: Takes the lead in exploring 4.1.3: Asks questions

			APL-2g	Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box).	Older Toc	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying	1. Initiative 5. Use of resources 47. Experimenting	6.1.1: Scientific inquiry 1.1.1: Takes the lead in exploring 4.1.3: Asks questions
			APL-2h	Communicat e what they want to do or know using gestures, facial expressions , or words (ask “What dat?”).	Older Toc	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying	1. Initiative 5. Use of resources 47. Experimenting	6.1.1: Scientific inquiry 1.1.1: Takes the lead in exploring 4.1.3: Asks questions
			APL-2i	Ask questions about the people and things around them.	Younger	A: Initiative and planning L: Speaking CC: Experimenting, predicting, and drawing conclusions	1. Initiative 22. Speaking 5. Use of resources	6.1.1: Scientific inquiry 4.1.3: Asks questions 1.1.1: Takes the lead in exploring

			APL-2j	Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float).	Younger	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying	1. Initiative 5. Use of resources 47. Experimenting	6.1.1: Scientific inquiry 7.1.1: Uses analog tools safely 1.1.1: Takes the lead in exploring
			APL-2k	Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther).	Younger	A: Initiative and planning DD: Experimenting, predicting, and drawing conclusions CC: Observing and classifying	1. Initiative 5. Use of resources 47. Experimenting	6.1.1: Scientific inquiry 1.1.1: Takes the lead in exploring 4.1.3: Asks questions

			APL-2l	Ask questions to find out more about the things that interest them, including questions about future events.	Older Pre	A: Initiative and planning L: Speaking CC: Experimenting, predicting, and drawing conclusions	1. Initiative 22. Speaking 5. Use of resources	6.1.1: Scientific inquiry 4.1.3: Asks questions 1.1.1: Takes the lead in exploring
			APL-2m	Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new).	Older Pre	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying	1. Initiative 2. Planning 5. Use of resources	6.1.1: Scientific inquiry 1.1.2: Makes and follows through on plans 1.1.1: Takes the lead in exploring

			APL-2n	Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining).	Older Pre	A: Initiative and planning CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying	1. Initiative 5. Use of resources 47. Experimenting	6.1.1: Scientific inquiry 1.1.1: Takes the lead in exploring 4.1.3: Asks questions
	Play and Imagination	APL-3: Children engage in increasingly complex play.	APL-3a	Show interest in other children playing (watch, turn toward).	Infants (B	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 12. Building relationships 13. Cooperative play	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring
			APL-3b	Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”).	Infants (B	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring

			APL-3c	Play with simple objects, using them to make sounds and other interesting results.	Infants (B	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring
			APL-3d	Begin to participate in give-and-take exchanges of sounds and gestures ("serve and return").	Infants (B	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring
			APL-3e	Play alongside other children, sometimes imitating their actions.	Younger	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 12. Building relationships 13. Cooperative play	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring

			APL-3f	Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car).	Younger	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring
			APL-3g	Take turns in simple games (pat-a-cake, peek-a-boo).	Younger	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring
			APL-3h	Offer toys and objects to others.	Younger	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring

			APL-3i	Try to involve other children in play.	Older Toc	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 12. Building relationships 13. Cooperative play	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring
			APL-3j	Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone).	Older Toc	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring
			APL-3k	Play with others with a common purpose (play a chase game).	Older Toc	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring

			APL-3l	Communicate about what is happening during pretend play ("He eating," point to a picture on a communication board when feeding a toy baby with a spoon; "Now go work," after putting on shoes and necktie).	Older Toc	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring
			APL-3m	Engage in dramatic play themes that include interacting with other children, but often are not coordinated.	Younger	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 12. Building relationships 13. Cooperative play	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring

			APL-3n	Talk to peers and share materials during play.	Younger	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 12. Building relationships	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring
			APL-3o	Engage in makebelieve play with imaginary objects.	Younger	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring
			APL-3p	Use language to begin and carry on play with others.	Younger	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring
			APL-3q	Express knowledge of their everyday lives and cultures through play (use chopsticks to eat, pretend to fix hair the way their family styles hair).	Younger	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring

			APL-3r	Develop and sustain more complex pretend play themes in cooperation with peers.	Older Pre	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 12. Building relationships	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring
			APL-3s	Use more complex and varied language to share ideas and influence others during play.	Older Pre	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring

			APL-3t	Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).	Older Pre	AA: Pretend play A: Initiative and planning F: Building relationships with other children	43. Pretend play 2. Planning 13. Cooperative play	9.4.1: Creates play scenarios 1.1.2: Makes and follows through on plans 2.2.1: Positive relationships
			APL-3u	Demonstrate their cultural values and "rules" through play (tell another child, "That's not what we eat for breakfast.").	Older Pre	AA: Pretend play F: Building relationships with other children A: Initiative and planning	43. Pretend play 13. Cooperative play 1. Initiative	9.4.1: Creates play scenarios 2.2.1: Positive relationships 1.1.1: Takes the lead in exploring

		APL-4: Children demonstrate creativity, imagination, and inventiveness.	APL-4a	Use everyday household objects for play (spoons, pots and pans, plastic bowls).	Infants (B	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.1.1: Takes the lead in exploring
			APL-4b	Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult's attention).	Infants (B	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.1.1: Takes the lead in exploring
			APL-4c	React to unexpected events with laughter and interest.	Infants (B	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.1.1: Takes the lead in exploring

			APL-4d	Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears).	Younger	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.1.1: Takes the lead in exploring
			APL-4e	Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears).	Older Toc	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.1.1: Takes the lead in exploring

			APL-4f	Pretend to be somebody or something other than themselves.	Older Toc	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.1.1: Takes the lead in exploring
			APL-4g	Pretend one object is really something different (use Legos® as food while stirring a pot).	Older Toc	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.1.1: Takes the lead in exploring
			APL-4h	Offer new ideas about how to do or make things.	Younger	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.1.1: Takes the lead in exploring
			APL-4i	Add new actions, props, or dress-up items to pretend play.	Younger	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.1.1: Takes the lead in exploring

			APL-4j	Use materials (e.g., art materials, instruments, construction paper, writing implements) or actions to represent experiences or ideas in novel ways.	Younger	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.1.1: Takes the lead in exploring
			APL-4k	Experiment with language, musical sounds, and movement.	Younger	AA: Pretend play Y: Music CC: Experimenting, predicting, and drawing conclusions	43. Pretend play 41. Music 47. Experimenting	9.4.1: Creates play scenarios 9.2.1: Creates music 6.1.1: Scientific inquiry
			APL-4l	Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.	Older Pre	AA: Pretend play A: Initiative and planning X: Art	43. Pretend play 2. Planning 40. Art	9.4.1: Creates play scenarios 1.1.2: Makes and follows through on plans 7.1.1: Uses analog tools safely

			APL-4m	Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.	Older Pre	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.1.1: Takes the lead in exploring
			APL-4n	Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.	Older Pre	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.2.1:Sustain attention and engagement
			APL-4o	Make up stories, songs, or dances for fun during play.	Older Pre	AA: Pretend play Y: Music Z: Movement	43. Pretend play 41. Music 42. Movement	9.4.1: Creates play scenarios 9.2.1: Creates music 9.3.1: Creates movement sequences
			APL-4p	Invent new games.	Older Pre	AA: Pretend play X: Art A: Initiative and planning	43. Pretend play 40. Art 1. Initiative	9.4.1: Creates play scenarios 9.1.1: Creates 2-D/3-D art 1.1.1: Takes the lead in exploring

Risk-Taking, Problem-Solving, and Flexibility	APL-5: Children are willing to try new and challenging experiences.	APL-5a	Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult.	Infants (B	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement
		APL-5b	Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp).	Infants (B	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement

			APL-5c	Look to adult for cues and, when reassured, proceed.	Infants (B	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement
			APL-5d	Try unfamiliar experiences and interact with new people with a familiar adult nearby.	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement
			APL-5e	Move away from a familiar adult to explore, but check in frequently.	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement
			APL-5f	Show interest in and try to operate toys that offer a challenge.	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement

			APL-5g	Explore freely without a familiar adult nearby.	Older Toc	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement
			APL-5h	Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide).	Older Toc	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement
			APL-5i	Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, “I can do it.”).	Older Toc	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement

			APL-5j	Want to do things their own way (say “Me do it!” push an adult’s hand away if the person is trying to help).	Older Toc	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement
			APL-5k	Express a belief that they can do things that are hard.	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement
			APL-5l	Choose to participate in an increasing variety of familiar and new experiences.	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 8. Sense of competence	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.2: Sustains effort through difficulty

			APL-5m	Accept new challenges when offered.	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement
			APL-5n	Try things they are not sure they can do, while avoiding dangerous risks.	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement
			APL-5o	Express a belief that they can do things that are hard.	Older Pre	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement
			APL-5p	Approach new experiences independently.	Older Pre	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement

			APL-5q	Ask to participate in new experiences that they have observed or heard about.	Older Pre	A: Initiative and planning L: Speaking B: Problem solving with materials	1. Initiative 22. Speaking 8. Sense of competence	1.1.1: Takes the lead in exploring 4.1.3: Asks questions 1.2.2: Sustains effort through difficulty
			APL-5r	Independently seek new challenges.	Older Pre	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 8. Sense of competence 3. Engagement	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement
		APL-6: Children use a variety of strategies to solve problems.	APL-6a	Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item).	Infants (B	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process

			APL-6b	Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor's purse).	Infants (B	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process
			APL-6c	Use trial and error to get something done, get what they want, or solve simple problems.	Infants (B	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process

			APL-6d	Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/her; try to put a ball in a box—if it will not fit, get a bigger box).	Younger	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process
			APL-6e	Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something).	Younger	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process

			APL-6f	After unsuccessful attempts to solve a problem, ask for help from an adult (point, gesture, speak).	Younger	B: Problem solving with materials L: Speaking A: Initiative and planning	4. Problem solving 22. Speaking 5. Use of resources	1.3.1: Solves problems with materials 4.1.3: Asks questions 1.2.2: Sustains effort through difficulty
			APL-6g	Vary actions on purpose to solve a problem (when fitting a shape into a shape sorter, turn the shape to fit; when opening a drawer, shake, then pull its handle).	Younger	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process
			APL-6h	Try a variety of strategies to get what they want or solve a problem.	Older Toc	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process

			APL-6i	Use language to obtain help to solve a problem (tell adults, “My car broke.”).	Older Toc	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process
			APL-6j	Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry).	Older Toc	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process

			APL-6k	Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?").	Younger	B: Problem solving with materials F: Building relationships with other children A: Initiative and planning	4. Problem solving 12. Building relationships 5. Use of resources	1.3.1: Solves problems with materials 2.2.1: Positive relationships 1.2.2: Sustains effort through difficulty
			APL-6l	Purposefully use a variety of strategies to solve different types of problems.	Younger	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process
			APL-6m	Talk to themselves to work through the steps to solve a problem.	Younger	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process

			APL-6n	Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?").	Older Pre	B: Problem solving with materials F: Building relationships with other children A: Initiative and planning	4. Problem solving 12. Building relationships 5. Use of resources	1.3.1: Solves problems with materials 2.2.1: Positive relationships 1.2.2: Sustains effort through difficulty
			APL-6o	Describe the steps they will use to solve a problem.	Older Pre	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process
			APL-6p	Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.	Older Pre	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process

			APL-6q	Explain how they solved a problem to another person.	Older Pre	B: Problem solving with materials A: Initiative and planning C: Reflection	4. Problem solving 5. Use of resources 2. Planning	1.3.1: Solves problems with materials 1.2.2: Sustains effort through difficulty 7.2.2: Engineering design process
	Attentiveness, Effort and Persistence	APL-7: Children demonstrate initiative.	APL-7a	Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like).	Infants (B	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement

			APL-7b	Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the “feel” of it, exploring it with mouth or hand).	Infants (B	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement
			APL-7c	Express choices with actions or simple language (choose Cheerios® or a cracker).	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement

			APL-7d	Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs).	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement
			APL-7e	Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls).	Older Toc	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement
			APL-7f	Show increasing interest in performing tasks independently (put on jacket and try to zip it up).	Older Toc	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement

			APL-7g	Show and/or tell others what they have done.	Older Toc	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement
			APL-7h	Show increasing independence and purpose when making choices (“I want to go to blocks.”).	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement
			APL-7i	Express goals or plans and follow through on them (“I’m going to draw my house.”).	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement

			APL-7j	Make decisions about materials needed to carry out a task.	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement
			APL-7k	Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”).	Older Pre	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement

			APL-7l	Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message).	Older Pre	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement
			APL-7m	Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks.").	Older Pre	A: Initiative and planning B: Problem solving with materials C: Reflection	1. Initiative 2. Planning 5. Use of resources	1.1.1: Takes the lead in exploring 1.1.2: Makes and follows through on plans 1.2.1: Sustains attention and engagement
		APL-8: Children maintain attentiveness and focus.	APL-8a	Focus and attend to people and things around them.	Infants (B	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring

			APL-8b	Repeat interesting actions over and over (push button to make toy pop up).	Infants (B	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring
			APL-8c	Notice when the expected does not happen.	Infants (B	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring
			APL-8d	Focus on selfselected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes).	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring

			APL-8e	Focus on an interesting activity or interaction shared with adults for a short period of time.	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring
			APL-8f	Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower).	Older Toc	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring
			APL-8g	Keep working on interesting activities with other things going on around them.	Older Toc	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring

			APL-8h	Focus on age appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking).	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring
			APL-8i	Remain engaged in more complex activities that they have chosen.	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring

			APL-8j	Maintain focus and return to an activity after a break.	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring
			APL-8k	Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape).	Older Pre	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring
			APL-8l	Consistently remain engaged in self-directed activities.	Older Pre	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring
			APL-8m	Shift attention back to a task after having been diverted from it.	Older Pre	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 1. Initiative 6. Reflection	1.2.1: Sustains attention and engagement 1.2.2: Sustains effort through difficulty 1.1.1: Takes the lead in exploring

		APL-9: Children persist in challenging activities.	APL-9a	Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach).	Infants (B	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 4. Problem solving 8. Sense of competence	1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement 1.3.1: Solves problems with materials
			APL-9b	Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket, engage a busy adult in play).	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 4. Problem solving 8. Sense of competence	1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement 1.3.1: Solves problems with materials

			APL-9c	Seek help from others to complete a challenging activity.	Older Toc	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 4. Problem solving 8. Sense of competence	1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement 1.3.1: Solves problems with materials
			APL-9d	Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit).	Older Toc	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 4. Problem solving 8. Sense of competence	1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement 1.3.1: Solves problems with materials

			APL-9e	Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 4. Problem solving 8. Sense of competence	1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement 1.3.1: Solves problems with materials

			APL-9f	When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 4. Problem solving 8. Sense of competence	1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement 1.3.1: Solves problems with materials
			APL-9g	Keep working to complete tasks, including those that are somewhat difficult.	Younger	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 4. Problem solving 8. Sense of competence	1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement 1.3.1: Solves problems with materials

			APL-9h	Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	Older Pre	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 4. Problem solving 8. Sense of competence	1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement 1.3.1: Solves problems with materials

			APL-9i	When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	Older Pre	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 4. Problem solving 8. Sense of competence	1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement 1.3.1: Solves problems with materials
			APL-9j	Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	Older Pre	A: Initiative and planning U: Measurement B: Problem solving with materials	3. Engagement 36. Measuring 2. Planning	1.2.2: Sustains effort through difficulty 5.5.1: Compares with units 1.1.2: Makes and follows through on plans

			APL-9k	Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).	Older Pre	A: Initiative and planning B: Problem solving with materials C: Reflection	3. Engagement 4. Problem solving 8. Sense of competence	1.2.2: Sustains effort through difficulty 1.2.1: Sustains attention and engagement 1.3.1: Solves problems with materials
Cognitive Development	Construction of Knowledge: Thinking and Reasoning	CD-1: Children use their senses to construct knowledge about the world around them.	CD-1a	Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, pick up large objects).	Infants (B	BB: Observing and classifying T: Geometry: shapes and spatial awareness CC: Experimenting, predicting, and drawing conclusions	45. Observing 34. Shapes 46. Classifying	6.1.1: Scientific inquiry 5.4.1: Identifies/describes shapes 6.3.1: Properties of materials

			CD-1b	Turn head or move toward sounds.	Infants (B	BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions DD: Natural and physical world	45. Observing 46. Classifying 51. Natural and physical world	6.1.1: Scientific inquiry 6.3.1: Properties of materials 6.2.2: Earth, sky, natural phenomena
			CD-1c	Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth).	Younger	BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions DD: Natural and physical world	45. Observing 46. Classifying 51. Natural and physical world	6.1.1: Scientific inquiry 6.3.1: Properties of materials 6.2.2: Earth, sky, natural phenomena
			CD-1d	Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).	Younger	BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions DD: Natural and physical world	45. Observing 46. Classifying 51. Natural and physical world	6.1.1: Scientific inquiry 6.3.1: Properties of materials 6.2.2: Earth, sky, natural phenomena

			CD-1e	Explore objects and materials physically to learn about their properties.	Older Toc	BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions DD: Natural and physical world	45. Observing 46. Classifying 51. Natural and physical world	6.1.1: Scientific inquiry 6.3.1: Properties of materials 6.2.2: Earth, sky, natural phenomena
			CD-1f	Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel).	Older Toc	BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions EE: Tools and technology	45. Observing 47. Experimenting 46. Classifying	6.1.1: Scientific inquiry 7.1.1: Uses analog tools safely 6.3.1: Properties of materials

			CD-1g	Express knowledge gathered with their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing).	Older Toc	BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions DD: Natural and physical world	45. Observing 46. Classifying 51. Natural and physical world	6.1.1: Scientific inquiry 6.3.1: Properties of materials 6.2.2: Earth, sky, natural phenomena
			CD-1h	Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).	Younger	BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions DD: Natural and physical world	45. Observing 46. Classifying 51. Natural and physical world	6.1.1: Scientific inquiry 7.1.1: Uses analog tools safely 6.3.1: Properties of materials

			CD-1i	Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a	Younger	BB: Observing and classifying X: Art CC: Experimenting, predicting, and drawing conclusions	45. Observing 40. Art 46. Classifying	6.1.1: Scientific inquiry 9.1.1: Creates 2-D/3-D art 6.3.1: Properties of materials

			CD-1j	Enjoy fantasy and make-believe and can sometimes distinguish appearance from reality (the person behind the mask remains the same person).	Younger	BB: Observing and classifying AA: Pretend play CC: Experimenting, predicting, and drawing conclusions	45. Observing 43. Pretend play 46. Classifying	6.1.1: Scientific inquiry 9.4.1: Creates play scenarios 6.3.1: Properties of materials
			CD-1k	Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail).	Younger	BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions DD: Natural and physical world	45. Observing 46. Classifying 51. Natural and physical world	6.1.1: Scientific inquiry 6.3.1: Properties of materials 6.2.2: Earth, sky, natural phenomena

			CD-1l	Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).	Older Pre	BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions DD: Natural and physical world	45. Observing 46. Classifying 51. Natural and physical world	6.1.1: Scientific inquiry 7.1.1: Uses analog tools safely 6.3.1: Properties of materials

			CD-1m	Express knowledge gathered with their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a	Older Pre	BB: Observing and classifying X: Art CC: Experimenting, predicting, and drawing conclusions	45. Observing 40. Art 46. Classifying	6.1.1: Scientific inquiry 9.1.1: Creates 2-D/3-D art 6.3.1: Properties of materials

			CD-1n	Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real).	Older Pre	BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions DD: Natural and physical world	45. Observing 46. Classifying 51. Natural and physical world	6.1.1: Scientific inquiry 6.3.1: Properties of materials 6.2.2: Earth, sky, natural phenomena
			CD-1o	Organize and use information through matching, grouping, and sequencing.	Older Pre	BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions DD: Natural and physical world	45. Observing 46. Classifying 51. Natural and physical world	6.1.1: Scientific inquiry 6.3.1: Properties of materials 6.2.2: Earth, sky, natural phenomena
		CD-2: Children recall information and use it for addressing new situations and problems.	CD-2a	Search for objects that are hidden or partly hidden.	Infants (B	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry

			CD-2b	Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on a family member's shoulder when new person comes near).	Infants (B	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry

			CD-2c	Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle).	Infants (B	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2d	Repeat an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue “horsey ride”).	Infants (B	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry

			CD-2e	Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places.	Infants (B	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2f	Search in several places where an object has been hidden recently.	Younger	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2g	Notice a change in familiar objects, places, or events (frown at family member with a new haircut, look for furniture that was moved).	Younger	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry

			CD-2h	Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, “water” plants with pitcher).	Younger	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2i	Imitate behaviors they have seen in the past or in other places.	Younger	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2j	Identify objects and people in pictures by pointing or looking.	Younger	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry

			CD-2k	Search for objects in several places, even when not seen recently.	Older Toc	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2l	Show they remember people, objects, and events (tell about them, act them out, point out similar happenings).	Older Toc	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2m	Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack).	Older Toc	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry

			CD-2n	Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent).	Older Toc	C: Reflection A: Initiative and planning B: Problem solving with materials	6. Reflection 2. Planning 4. Problem solving	1.3.2: Reflects on experiences 1.1.2: Makes and follows through on plans 1.3.1: Solves problems with materials
			CD-2o	Recognize whether a picture or object is the same as or different from something they have seen before.	Younger	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2p	Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus).	Younger	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry

			CD-2q	Describe or act out a memory of a situation or action, with adult support.	Younger	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2r	Make predictions about what will happen using what they know.	Younger	C: Reflection BB: Experimenting, predicting, and drawing conclusions B: Problem solving with materials	6. Reflection 47. Experimenting 4. Problem solving	1.3.2: Reflects on experiences 6.1.1: Scientific inquiry 1.3.1: Solves problems with materials
			CD-2s	Introduce ideas or actions in play based on previous knowledge or experience.	Younger	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2t	Ask questions about why things happen and try to understand cause and effect.	Younger	C: Reflection L: Speaking B: Problem solving with materials	6. Reflection 22. Speaking 4. Problem solving	1.3.2: Reflects on experiences 4.1.3: Asks questions 1.3.1: Solves problems with materials

			CD-2u	Demonstrate their ability to apply what they know about everyday experiences.	Older Pre	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2v	Describe past events in an organized way, including details or personal reactions.	Older Pre	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2w	Improve their ability to make predictions and explain why things happen using what they know.	Older Pre	C: Reflection CC: Experimenting, predicting, and drawing conclusions B: Problem solving with materials	6. Reflection 47. Experimenting 4. Problem solving	1.3.2: Reflects on experiences 6.1.1: Scientific inquiry 1.3.1: Solves problems with materials

			CD-2x	Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience.	Older Pre	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
			CD-2y	Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.	Older Pre	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry

			CD-2z	Speculate and imagine what might happen next.	Older Pre	C: Reflection B: Problem solving with materials BB: Observing and classifying	6. Reflection 4. Problem solving 49. Drawing conclusions	1.3.2: Reflects on experiences 1.3.1: Solves problems with materials 6.1.1: Scientific inquiry
		CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	CD-3a	Show awareness of others' reactions to people, objects, and events.	Infants (B	C: Reflection FF: Knowledge of self and others B: Problem solving with materials	6. Reflection 55. Decision making 10. Empathy	1.3.2: Reflects on experiences 1.1.2: Makes and follows through on plans 2.2.2: Empathy
			CD-3b	Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object).	Infants (B	C: Reflection FF: Knowledge of self and others B: Problem solving with materials	6. Reflection 55. Decision making 10. Empathy	1.3.2: Reflects on experiences 1.1.2: Makes and follows through on plans 2.2.2: Empathy

			CD-3c	Show awareness of others' feelings about things by looking to see how they react.	Younger	C: Reflection D: Emotions FF: Knowledge of self and others	6. Reflection 9. Emotions 55. Decision making	1.3.2: Reflects on experiences 2.1.1: Names emotions 1.1.2: Makes and follows through on plans
			CD-3d	Use words like "think," "remember," and "pretend."	Older Toc	C: Reflection FF: Knowledge of self and others B: Problem solving with materials	6. Reflection 55. Decision making 10. Empathy	1.3.2: Reflects on experiences 1.1.2: Makes and follows through on plans 2.2.2: Empathy
			CD-3e	Talk about what they and other people want or like.	Older Toc	C: Reflection FF: Knowledge of self and others B: Problem solving with materials	6. Reflection 55. Decision making 10. Empathy	1.3.2: Reflects on experiences 1.1.2: Makes and follows through on plans 2.2.2: Empathy
			CD-3f	Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story.").	Younger	C: Reflection AA: Pretend play FF: Knowledge of self and others	6. Reflection 43. Pretend play 55. Decision making	1.3.2: Reflects on experiences 9.4.1: Creates play scenarios 1.1.2: Makes and follows through on plans

			CD-3g	Use words like “think” and “know” to talk about thoughts and beliefs.	Younger	C: Reflection FF: Knowledge of self and others B: Problem solving with materials	6. Reflection 55. Decision making 10. Empathy	1.3.2: Reflects on experiences 1.1.2: Makes and follows through on plans 2.2.2: Empathy
			CD-3h	Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is).	Younger	C: Reflection FF: Knowledge of self and others B: Problem solving with materials	6. Reflection 55. Decision making 10. Empathy	1.3.2: Reflects on experiences 1.1.2: Makes and follows through on plans 2.2.2: Empathy
			CD-3i	Remember and describe at the end of the day what they had done while at school.	Younger	C: Reflection FF: Knowledge of self and others B: Problem solving with materials	6. Reflection 55. Decision making 10. Empathy	1.3.2: Reflects on experiences 1.1.2: Makes and follows through on plans 2.2.2: Empathy

			CD-3j	Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”).	Older Pre	C: Reflection AA: Pretend play FF: Knowledge of self and others	6. Reflection 43. Pretend play 55. Decision making	1.3.2: Reflects on experiences 9.4.1: Creates play scenarios 1.1.2: Makes and follows through on plans
			CD-3k	Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”).	Older Pre	C: Reflection D: Emotions FF: Knowledge of self and others	6. Reflection 9. Emotions 55. Decision making	1.3.2: Reflects on experiences 2.1.1: Names emotions 1.1.2: Makes and follows through on plans
			CD-3l	Use language to describe their thinking processes with adult support.	Older Pre	C: Reflection FF: Knowledge of self and others B: Problem solving with materials	6. Reflection 55. Decision making 10. Empathy	1.3.2: Reflects on experiences 1.1.2: Makes and follows through on plans 2.2.2: Empathy

			CD-3m	Work on a project over several days, solving problems and making their work more elaborate.	Older Pre	C: Reflection FF: Knowledge of self and others B: Problem solving with materials	6. Reflection 55. Decision making 10. Empathy	1.3.2: Reflects on experiences 1.1.2: Makes and follows through on plans 1.2.1 Sustains attention and engagement
	Creative Expression	CD-4: Children demonstrate appreciation for different forms of artistic expression.	CD-4a	Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music).	Infants (B	X: Art Y: Music Z: Movement	44. Appreciating the arts 40. Art 41. Music	9.5.1: Appreciates the arts 9.2.1: Creates music 9.1.1: Creates 2-D/3-D art

			CD-4b	Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).	Infants (B	X: Art Y: Music Z: Movement	44. Appreciating the arts 40. Art 41. Music	9.5.1: Appreciates the arts 9.2.1: Creates music 9.1.1: Creates 2-D/3-D art
			CD-4c	Show interest or pleasure in response to images, objects, and music (say, “Aaah” and reach for a brightly colored picture, look at or reach toward fluttering leaves).	Younger	X: Art Y: Music Z: Movement	44. Appreciating the arts 41. Music 40. Art	9.5.1: Appreciates the arts 9.2.1: Creates music 9.1.1: Creates 2-D/3-D art

			CD-4d	Participate in and explore a wide range of media (use finger paint, glue scraps of paper on another paper, dance to music).	Younger	X: Art Y: Music Z: Movement	44. Appreciating the arts 40. Art 41. Music	9.5.1: Appreciates the arts 9.2.1: Creates music 9.1.1: Creates 2-D/3-D art
			CD-4e	Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again).	Older Toc	X: Art Y: Music Z: Movement	44. Appreciating the arts 40. Art 41. Music	9.5.1: Appreciates the arts 9.1.1: Creates 2-D/3-D art 9.2.1: Creates music

			CD-4f	Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	Older Toc	X: Art Y: Music Z: Movement	44. Appreciating the arts 41. Music 42. Movement	9.5.1: Appreciates the arts 9.2.1: Creates music 9.3.1: Creates movement sequences
			CD-4g	Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again).	Younger	X: Art Y: Music Z: Movement	44. Appreciating the arts 40. Art 41. Music	9.5.1: Appreciates the arts 9.1.1: Creates 2-D/3-D art 9.2.1: Creates music

			CD-4h	Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	Younger	X: Art Y: Music Z: Movement	44. Appreciating the arts 41. Music 42. Movement	9.5.1: Appreciates the arts 9.2.1: Creates music 9.3.1: Creates movement sequences
			CD-4i	Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again).	Older Pre	X: Art Y: Music Z: Movement	44. Appreciating the arts 40. Art 41. Music	9.5.1: Appreciates the arts 9.1.1: Creates 2-D/3-D art 9.2.1: Creates music

			CD-4j	Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	Older Pre	X: Art Y: Music Z: Movement	44. Appreciating the arts 41. Music 42. Movement	9.5.1: Appreciates the arts 9.2.1: Creates music 9.3.1: Creates movement sequences
			CD-4k	Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”).	Older Pre	X: Art Y: Music Z: Movement	44. Appreciating the arts 40. Art 41. Music	9.5.1: Appreciates the arts 9.1.1: Creates 2-D/3-D art 9.2.1: Creates music

			CD-4l	Recognize the value of artistic expression and the role the arts play in people's lives.	Older Pre	X: Art Y: Music Z: Movement	44. Appreciating the arts 40. Art 41. Music	9.5.1: Appreciates the arts 9.2.1: Creates music 9.1.1: Creates 2-D/3-D art
		CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and	CD-5a	Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf).	Infants (B	X: Art Y: Music AA: Pretend play	40. Art 41. Music 43. Pretend play	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 9.4.1: Creates play scenarios
			CD-5b	Explore sensory properties of art media (smear paint, pat and pound dough).	Infants (B	X: Art Y: Music AA: Pretend play	40. Art 41. Music 43. Pretend play	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 9.4.1: Creates play scenarios

			CD-5c	Make a variety of sounds with simple instruments, toys, and their own voice.	Infants (B	X: Art Y: Music AA: Pretend play	40. Art 41. Music 43. Pretend play	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 9.4.1: Creates play scenarios
			CD-5d	Express themselves by moving their bodies (wave arms when excited, hug soft toy).	Infants (B	X: Art Y: Music AA: Pretend play	40. Art 41. Music 43. Pretend play	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 9.4.1: Creates play scenarios
			CD-5e	Use hats and clothes for dress-up makebeliev e.	Younger	X: Art AA: Pretend play Y: Music	40. Art 43. Pretend play 41. Music	9.1.1: Creates 2-D/3-D art 9.4.1: Creates play scenarios 9.2.1: Creates music
			CD-5f	Explore art materials freely (make marks, squeeze clay, tear paper).	Younger	X: Art Y: Music AA: Pretend play	40. Art 41. Music 43. Pretend play	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 9.4.1: Creates play scenarios

			CD-5g	Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle).	Younger	X: Art Y: Music AA: Pretend play	40. Art 41. Music 43. Pretend play	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 9.4.1: Creates play scenarios
			CD-5h	Move to music in their own way.	Younger	Z: Movement Y: Music AA: Pretend play	42: Movement 41. Music 43. Pretend play	9.3.1: Creates movement sequences 9.2.1: Creates music 9.4.1: Creates play scenarios
			CD-5i	Recreate familiar scenes using play materials, language, and actions.	Older Toc	X: Art Y: Music AA: Pretend play	40. Art 41. Music 43. Pretend play	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 9.4.1: Creates play scenarios

			CD-5j	Experiment and create art with clay, crayons, markers, paint, and collage materials.	Older Toc	X: Art CC: Experimenting, predicting, and drawing conclusions Y: Music	40. Art 47. Experimenting 41. Music	9.1.1: Creates 2-D/3-D art 6.1.1: Scientific inquiry 9.2.1: Creates music
			CD-5k	Make up simple nonsense songs, sign, chant, and dance (sing “la-la-la-la” on two pitches, twirl around and fall down, “march” by lifting knees high).	Older Toc	X: Art Y: Music Z: Movement	40. Art 41. Music 42. Movement	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 9.3.1: Creates movement sequences
			CD-5l	Express ideas and feelings through music, movement, and dance.	Older Toc	X: Art Y: Music Z: Movement	40. Art 41. Music 42. Movement	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 9.3.1: Creates movement sequences

			CD-5m	Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.	Younger	X: Art AA: Pretend play Y: Music	40. Art 43. Pretend play 41. Music	9.1.1: Creates 2-D/3-D art 9.4.1: Creates play scenarios 9.2.1: Creates music
			CD-5n	Show creativity and imagination when using materials and assuming roles during pretend play.	Younger	X: Art AA: Pretend play Y: Music	40. Art 43. Pretend play 41. Music	9.1.1: Creates 2-D/3-D art 9.4.1: Creates play scenarios 9.2.1: Creates music

			CD-5o	Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways.	Younger	X: Art Y: Music AA: Pretend play	40. Art 41. Music 43. Pretend play	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 9.4.1: Creates play scenarios
			CD-5p	Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities.	Younger	X: Art Y: Music V: Patterns	40. Art 41. Music 38. Patterns	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 5.3.1: Patterns
			CD-5q	Show awareness of various patterns of beat, rhythm, and movement through music and dance activities.	Younger	X: Art Y: Music Z: Movement	40. Art 41. Music 42. Movement	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 9.3.1: Creates movement sequences

			CD-5r	Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.	Older Pre	X: Art AA: Pretend play Y: Music	40. Art 43. Pretend play 41. Music	9.1.1: Creates 2-D/3-D art 9.4.1: Creates play scenarios 9.2.1: Creates music
			CD-5s	Plan and act out scenes based on books, stories, everyday life, and imagination.	Older Pre	X: Art AA: Pretend play Q: Book knowledge and enjoyment	40. Art 43. Pretend play 28. Book knowledge	9.1.1: Creates 2-D/3-D art 9.4.1: Creates play scenarios 4.5.1: Interest in reading books
			CD-5t	Plan and complete artistic creations such as drawings, paintings, collages, and sculptures.	Older Pre	X: Art A: Initiative and planning Y: Music	40. Art 2. Planning 41. Music	9.1.1: Creates 2-D/3-D art 1.1.2: Makes and follows through on plans 9.2.1: Creates music

			CD-5u	Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song).	Older Pre	X: Art Y: Music N: Phonological awareness	40. Art 41. Music 24. Phonological awareness	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 4.3.1: Manipulates rhyming sounds
			CD-5v	Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities.	Older Pre	X: Art Y: Music Z: Movement	40. Art 41. Music 42. Movement	9.1.1: Creates 2-D/3-D art 9.2.1: Creates music 9.3.1: Creates movement sequences

Social Connections	CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.	CD-6a	Intently observe actions of children, adults, pets, and objects nearby.	Infants (B	FF: Knowledge of self and others G: Community E: Building relationships with adults	54. Community roles 11. Community 7. Self-identity	8.5.1: Roles and work people do 8.1.1: Similarities and differences 2.2.1 Positive relationships
		CD-6b	Seek family members, siblings, caregivers, and teachers for play and for meeting needs.	Infants (B	FF: Knowledge of self and others G: Community E: Building relationships with adults	54. Community roles 11. Community 7. Self-identity	8.5.1: Roles and work people do 8.1.1: Similarities and differences 2.2.1 Positive relationships
		CD-6c	Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine).	Younger	FF: Knowledge of self and others G: Community E: Building relationships with adults	54. Community roles 11. Community 7. Self-identity	8.5.1: Roles and work people do 8.1.1: Similarities and differences 2.2.1 Positive relationships

			CD-6d	Know whom they can go to for help (regular caregiver vs. visitor, family member vs. neighbor).	Younger	FF: Knowledge of self and others G: Community E: Building relationships with adults	54. Community roles 11. Community 7. Self-identity	8.5.1: Roles and work people do 8.1.1: Similarities and differences 2.2.1 Positive relationships
			CD-6e	Use play to show what they know about relationships and roles in families and other familiar contexts.	Older Toc	FF: Knowledge of self and others G: Community E: Building relationships with adults	54. Community roles 11. Community 7. Self-identity	8.5.1: Roles and work people do 8.1.1: Similarities and differences 2.2.1 Positive relationships
			CD-6f	Talk about what others do during the day ("Mommy at work. Mimi at home.").	Older Toc	FF: Knowledge of self and others G: Community E: Building relationships with adults	54. Community roles 11. Community 7. Self-identity	8.5.1: Roles and work people do 8.1.1: Similarities and differences 2.2.1 Positive relationships
			CD-6g	Help with daily routines (put cups out for lunch, feed pets, wash tables).	Older Toc	FF: Knowledge of self and others G: Community E: Building relationships with adults	54. Community roles 11. Community 7. Self-identity	8.5.1: Roles and work people do 8.1.1: Similarities and differences 2.2.1 Positive relationships

			CD-6h	Talk about close family members, name their relationships to each other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”).	Younger	FF: Knowledge of self and others G: Community E: Building relationships with adults	54. Community roles 11. Community 7. Self-identity	8.5.1: Roles and work people do 8.1.1: Similarities and differences 8.4.1: Past events
			CD-6i	Adopt roles of family and community members during play, given support and realistic props.	Younger	FF: Knowledge of self and others G: Community E: Building relationships with adults	54. Community roles 11. Community 7. Self-identity	8.5.1: Roles and work people do 8.1.1: Similarities and differences 8.4.1: Past events

			CD-6j	Identify and talk about the roles of some community helpers (police, fire fighters, garbage collectors).	Younger	FF: Knowledge of self and others G: Community E: Building relationships with adults	54. Community roles 11. Community 7. Self-identity	8.5.1: Roles and work people do 8.1.1: Similarities and differences 8.4.1: Past events
			CD-6k	Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences.	Older Pre	FF: Knowledge of self and others E: Building relationships with adults G: Community	54. Community roles 34. Shapes 11. Community	8.5.1: Roles and work people do 8.4.1 Past events 8.1.1: Similarities and differences

			CD-6l	Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play.	Older Pre	FF: Knowledge of self and others AA: Pretend play G: Community	54. Community roles 43. Pretend play 11. Community	8.5.1: Roles and work people do 9.4.1: Creates play scenarios 8.1.1: Similarities and differences
			CD-6m	Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists).	Older Pre	FF: Knowledge of self and others G: Community E: Building relationships with adults	54. Community roles 11. Community 7. Self-identity	8.5.1: Roles and work people do 8.1.1: Similarities and differences 8.4.1: Past events
		CD-7: Children recognize that they are members of different groups (e.g., family	CD-7a	Show a clear preference for familiar people.	Infants (B	G: Community FF: Knowledge of self and others F: Building relationships with other children	11. Community 53. Diversity 7. Self-identity	8.1.1: Similarities and differences 8.2.1: Community problem solving 8.5.1: Roles and work people do

		family, preschool class, cultural group).	CD-7b	Recognize children and others they spend a lot of time with (make sounds, say name, move toward or away from child).	Younger	G: Community FF: Knowledge of self and others F: Building relationships with other children	11. Community 53. Diversity 7. Self-identity	8.1.1: Similarities and differences 8.2.1: Community problem solving 8.5.1: Roles and work people do
			CD-7c	Put self into categories based on age, gender, and physical characteristics (“I’m a girl.” “I have long hair.”).	Older Toc	G: Community BB: Observing and classifying FF: Knowledge of self and others	11. Community 46. Classifying 53. Diversity	8.1.1: Similarities and differences 5.6.1: Sorts by attributes and counts 8.2.1: Community problem solving

			CD-7d	Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, “That’s my family,” or “I’m in Ms. Emily’s class.”).	Younger	G: Community FF: Knowledge of self and others F: Building relationships with other children	11. Community 53. Diversity 7. Self-identity	8.1.1: Similarities and differences 8.2.1: Community problem solving 8.5.1: Roles and work people do
			CD-7e	Identify and express self as a part of several groups (e.g., family, preschool class, faith community).	Older Pre	G: Community FF: Knowledge of self and others F: Building relationships with other children	11. Community 53. Diversity 7. Self-identity	8.1.1: Similarities and differences 8.2.1: Community problem solving 8.5.1: Roles and work people do
		CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves	CD-8a	Compare their own physical features with those of others by looking and touching.	Younger	FF: Knowledge of self and others G: Community F: Building relationships with other children	53. Diversity 10. Empathy 11. Community	8.1.1: Similarities and differences 2.2.2: Empathy 8.2.1: Community problem solving

		and others.	CD-8b	Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics.	Older Toc	FF: Knowledge of self and others G: Community F: Building relationships with other children	53. Diversity 10. Empathy 11. Community	8.1.1: Similarities and differences 2.2.2: Empathy 8.2.1: Community problem solving
			CD-8c	Show awareness of similarities and differences among people and families during play.	Older Toc	FF: Knowledge of self and others G: Community F: Building relationships with other children	53. Diversity 10. Empathy 11. Community	8.1.1: Similarities and differences 2.2.2: Empathy 8.2.1: Community problem solving
			CD-8d	Show acceptance of people who are different from themselves as well as people who are similar.	Younger	FF: Knowledge of self and others G: Community F: Building relationships with other children	53. Diversity 10. Empathy 11. Community	8.1.1: Similarities and differences 2.2.2: Empathy 8.2.1: Community problem solving

			CD-8e	Given support and guidance, explore different cultural practices during play and planned activities.	Younger	FF: Knowledge of self and others G: Community F: Building relationships with other children	53. Diversity 10. Empathy 11. Community	8.1.1: Similarities and differences 2.2.2: Empathy 8.2.1: Community problem solving
			CD-8f	Show acceptance of people who are different from themselves as well as people who are similar.	Older Pre	FF: Knowledge of self and others G: Community F: Building relationships with other children	53. Diversity 10. Empathy 11. Community	8.1.1: Similarities and differences 2.2.2: Empathy 8.2.1: Community problem solving

			CD-8g	Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”).	Older Pre	FF: Knowledge of self and others F: Building relationships with other children G: Community	53. Diversity 12. Building relationships 10. Empathy	8.1.1: Similarities and differences 2.2.1: Positive relationships 2.2.2: Empathy

			CD-8h	Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.).	Older Pre	FF: Knowledge of self and others G: Community F: Building relationships with other children	53. Diversity 10. Empathy 11. Community	8.1.1: Similarities and differences 2.2.2: Empathy 8.2.1: Community problem solving
		CD-9: Children explore concepts connected with their daily experiences in their community.	CD-9a	Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police officer).	Older Toc	G: Community GG: Geography FF: Knowledge of self and others	54. Community roles 56. Geography 11. Community	8.3.1: Features of familiar places 8.5.1: Roles and work people do 8.1.1: Similarities and differences

			CD-9b	Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”).	Younger	G: Community GG: Geography FF: Knowledge of self and others	54. Community roles 56. Geography 11. Community	8.3.1: Features of familiar places 8.5.1: Roles and work people do 8.5.2: Goods and services
			CD-9c	Notice changes that happen over time (seasons, self or others growing bigger).	Younger	G: Community GG: Geography FF: Knowledge of self and others	54. Community roles 56. Geography 11. Community	8.3.1: Features of familiar places 8.5.1: Roles and work people do 8.5.2: Goods and services
			CD-9d	Notice and talk about weather conditions.	Younger	DD: Natural and physical world GG: Geography FF: Knowledge of self and others	54. Community roles 56. Geography 11. Community	8.3.1: Features of familiar places 6.2.2: Earth, sky, natural phenomena 8.5.1: Roles and work people do

			CD-9e	With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full).	Younger	G: Community GG: Geography FF: Knowledge of self and others	54. Community roles 56. Geography 11. Community	8.2.1: :Community membership 8.5.1: Roles and work people do 8.5.2: Goods and services
			CD-9f	Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”).	Older Pre	G: Community GG: Geography FF: Knowledge of self and others	54. Community roles 56. Geography 11. Community	8.3.1: Features of familiar places 8.5.1: Roles and work people do 8.5.2: Goods and services

			CD-9g	Observe and talk about changes in themselves and their families over time.	Older Pre	G: Community HH: History FF: Knowledge of self and others	54. Community roles 57. History 11. Community	8.1.1: Similarities and differences 8.5.1: Roles and work people do 8.5.2: Goods and services
			CD-9h	Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear).	Older Pre	G: Community GG: Geography FF: Knowledge of self and others	54. Community roles 56. Geography 11. Community	8.3.1: Features of familiar places 6.2.2: Earth, sky, natural phenomena 8.5.1: Roles and work people do
			CD-9i	Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other).	Older Pre	G: Community GG: Geography FF: Knowledge of self and others	54. Community roles 56. Geography 11. Community	8.3.1: Features of familiar places 8.5.1: Roles and work people do 8.5.2: Goods and services

			CD-9j	Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs).	Older Pre	G: Community F: Building relationships with other children FF: Knowledge of self and others	54. Community roles 12. Building relationships 11. Community	8.2.1 Community membership 8.5.1: Roles and work people do 8.5.2: Goods and services
	Scientific Exploration and Knowledge	CD-10: Children observe and describe characteristics of living things and the physical world.	CD-10a	Observe and explore natural phenomena indoors and outdoors using all senses (rub hands over grass, lift face to feel wind, pat family dog, splash water).	Infants (B	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials

			CD-10b	Use abilities to observe and explore natural phenomena indoors and outdoors with focus using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves).	Younger	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials
			CD-10c	Participate in the care of living things with guidance and support (water plants, help to feed the classroom pet).	Older Toc	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials

			CD-10d	Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors).	Older Toc	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials
			CD-10e	Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet).	Younger	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials

			CD-10f	Notice and react to the natural world and the outdoor environment.	Younger	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials
			CD-10g	Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat.	Younger	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials
			CD-10h	Notice and describe current weather conditions.	Younger	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials

			CD-10i	Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens).	Younger	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials
			CD-10j	Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper).	Younger	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials

			CD-10k	Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).	Older Pre	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 46. Classifying 45. Observing	6.2.1: Living things and habitats 5.6.1: Sorts by attributes and counts 6.2.2: Earth, sky, natural phenomena
			CD-10l	Notice and react to the natural world and the outdoor environment.	Older Pre	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials
			CD-10m	Describe some things plants and animals need to live and grow (sunlight, water, food).	Older Pre	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials

			CD-10n	Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden).	Older Pre	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials
			CD-10o	Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.	Older Pre	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials

			CD-10p	Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer).	Older Pre	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials

			CD-10q	Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees).	Older Pre	DD: Natural and physical world BB: Observing and classifying CC: Experimenting, predicting, and drawing conclusions	51. Natural and physical world 45. Observing 46. Classifying	6.2.1: Living things and habitats 6.2.2: Earth, sky, natural phenomena 6.3.1: Properties of materials
		CD-11: Children explore the world by observing, manipulating objects, asking questions, making	CD-11a	Gather information through sight, hearing, taste, smell, and touch.	Infants (B	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change

		predictions, and developing	CD-11b	Use multiple senses to focus intently on objects, displays, materials, or events.	Infants (B	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change
			CD-11c	Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon).	Younger	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change
			CD-11d	Use toys and other objects to make things happen (kick a ball, push a button on a toy).	Younger	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change

			CD-11e	Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth).	Younger	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change
			CD-11f	Investigate differences between materials (sand, water, goop, moving air).	Older Toc	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change

			CD-11g	Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass).	Older Toc	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.1.1: Uses analog tools safely 7.2.1: Investigates how things work
			CD-11h	Notice changes in materials when mixing and manipulating (paint, Play- Doh®, food ingredients).	Older Toc	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change

			CD-11i	Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	Younger	CC: Experimenting, predicting, and drawing conclusions X: Art BB: Observing and classifying	47. Experimenting 40. Art 48. Predicting	6.1.1: Scientific inquiry 9.1.1: Creates 2-D/3-D art 7.2.1: Investigates how things work
			CD-11j	Observe objects, materials, and everyday events, and describe what they notice (temperature, texture, size, weight, color, etc.).	Younger	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change
			CD-11k	Ask questions to find out more about the natural world.	Younger	CC: Experimenting, predicting, and drawing conclusions L: Speaking BB: Observing and classifying	47. Experimenting 22. Speaking 48. Predicting	6.1.1: Scientific inquiry 4.1.3: Asks questions 7.2.1: Investigates how things work

			CD-11l	With guidance and support, use simple tools to investigate objects and materials (magnifying glass, sifter, ramps for rolling balls and cars).	Younger	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.1.1: Uses analog tools safely 7.2.1: Investigates how things work
			CD-11m	Describe and predict changes that take place when mixing and manipulating materials.	Younger	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change
			CD-11n	Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	Older Pre	CC: Experimenting, predicting, and drawing conclusions X: Art BB: Observing and classifying	47. Experimenting 40. Art 48. Predicting	6.1.1: Scientific inquiry 9.1.1: Creates 2-D/3-D art 7.2.1: Investigates how things work

			CD-11o	Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).	Older Pre	CC: Experimenting, predicting, and drawing conclusions L: Speaking BB: Observing and classifying	47. Experimenting 22. Speaking 48. Predicting	6.1.1: Scientific inquiry 4.1.3: Asks questions 7.2.1: Investigates how things work
			CD-11p	Compare objects, materials, and phenomena by observing and describing their physical characteristics.	Older Pre	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change

			CD-11q	Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers).	Older Pre	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.1.1: Uses analog tools safely 7.2.1: Investigates how things work
			CD-11r	Make and check predictions through observations and experimentation, with adult support and guidance.	Older Pre	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change

			CD-11s	Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights).	Older Pre	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change

			CD-11t	Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes.	Older Pre	CC: Experimenting, predicting, and drawing conclusions A: Initiative and planning BB: Observing and classifying	47. Experimenting 2. Planning 48. Predicting	6.1.1: Scientific inquiry 1.1.2: Makes and follows through on plans 7.2.1: Investigates how things work

			CD-11u	Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float).	Older Pre	CC: Experimenting, predicting, and drawing conclusions BB: Observing and classifying EE: Tools and technology	47. Experimenting 48. Predicting 49. Drawing conclusions	6.1.1: Scientific inquiry 7.2.1: Investigates how things work 6.3.2: How objects move and change

Emotional and Social Development	Developing a Sense of Self	ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.	ESD-1a	Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies).	Infants (B	FF: Knowledge of self and others D: Emotions E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 2.1.1: Names emotions 2.2.1: Positive relationships
			ESD-1b	Show interest in their image in a mirror (stare, smile, reach out to touch).	Infants (B	FF: Knowledge of self and others D: Emotions E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 2.1.1: Names emotions 2.2.1: Positive relationships
			ESD-1c	Respond to their name with sounds or movement.	Infants (B	FF: Knowledge of self and others D: Emotions E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 2.1.1: Names emotions 2.2.1: Positive relationships

			ESD-1d	Express likes and dislikes (smile, cry, and protest).	Infants (B	FF: Knowledge of self and others D: Emotions E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 2.1.1: Names emotions 2.2.1: Positive relationships
			ESD-1e	Show awareness of specific body parts.	Younger	FF:: Knowledge of self and others K: Personal care and healthy behavior E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 3.3.1 Names body parts 2.2.1: Positive relationships
			ESD-1f	Recognize themselves in a mirror (point to self, make faces in mirror).	Younger	FF: Knowledge of self and others D: Emotions E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 2.1.1: Names emotions 2.2.1: Positive relationships
			ESD-1g	Express choices with gestures, signs, or words (select a toy they want).	Younger	FF: Knowledge of self and others A: Initiative and planning D: Emotions	7. Self-identity 2. Planning 8. Sense of competence	8.1.1: Similarities and differences 1.1.2: Makes and follows through on plans 2.1.1: Names emotions

			ESD-1h	Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, “I help Daddy!”).	Older Toc	FF: Knowledge of self and others D: Emotions E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 2.1.1: Names emotions 2.2.1: Positive relationships
			ESD-1i	Use their own name or a personal pronoun to refer to themselves (I, me, and mine).	Older Toc	FF: Knowledge of self and others L: Speaking E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 4.1.1: Expresses ideas in home language 2.2.1: Positive relationships
			ESD-1j	Make choices and have favorite clothes, toys, and activities.	Older Toc	FF: Knowledge of self and others A: Initiative and planning D: Emotions	7. Self-identity 2. Planning 8. Sense of competence	8.1.1: Similarities and differences 1.1.2: Makes and follows through on plans 2.1.1: Names emotions

			ESD-1k	Describe self (characteristics that can be seen, things they can do, things they like, possessions).	Younger	FF: Knowledge of self and others D: Emotions E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 2.1.1: Names emotions 2.2.1: Positive relationships
			ESD-1l	Express a sense of belonging to a group (say "There's Kirby from my class," move to stand with own group upon request, "I am a girl.").	Younger	FF: Knowledge of self and others D: Emotions E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 2.1.1: Names emotions 2.2.1: Positive relationships
			ESD-1m	Use own first and last name.	Younger	FF: Knowledge of self and others D: Emotions E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 2.1.1: Names emotions 2.2.1: Positive relationships

			ESD-1n	Choose activities they like and name their favorite activities.	Younger	FF: Knowledge of self and others A: Initiative and planning D: Emotions	7. Self-identity 2. Planning 8. Sense of competence	8.1.1: Similarities and differences 1.1.2: Makes and follows through on plans 2.1.1: Names emotions
			ESD-1o	Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall.").	Older Pre	FF: Knowledge of self and others D: Emotions E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 2.1.1: Names emotions 2.2.1: Positive relationships
			ESD-1p	Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group).	Older Pre	FF: Knowledge of self and others D: Emotions E: Building relationships with adults	7. Self-identity 8. Sense of competence 53. Diversity	8.1.1: Similarities and differences 2.1.1: Names emotions 2.2.1: Positive relationships

			ESD-1q	Choose to spend more time on preferred activities, and express awareness of skills they are developing.	Older Pre	FF: Knowledge of self and others A: Initiative and planning D: Emotions	7. Self-identity 2. Planning 8. Sense of competence	8.1.1: Similarities and differences 1.1.2: Makes and follows through on plans 2.1.1: Names emotions
		ESD-2: Children express positive feelings about themselves and confidence in what they can do.	ESD-2a	Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound).	Infants (B	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences
			ESD-2b	Show pleasure at things they have done (wiggle, coo, laugh).	Infants (B	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences

			ESD-2c	Explore the environment with support from a familiar, trusted adult.	Infants (B	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences
			ESD-2d	Explore the environment on their own, but check in with a familiar, trusted adult occasionally.	Younger	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences

			ESD-2e	Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want).	Younger	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences
			ESD-2f	Bring others things they like or show them things they have done.	Younger	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences

			ESD-2g	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	Older Toc	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 9. Emotions 7. Self-identity	1.1.1: Takes the lead in exploring 2.1.1: Names emotions 1.2.2: Sustains effort through difficulty
			ESD-2h	Explore the environment independently to satisfy their own interests (seek out toy or favorite materials).	Older Toc	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences

			ESD-2i	Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, “I’m strong!”).	Older Toc	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences
			ESD-2j	Attempt to reach goals without help from others (push adult away, say “Me do it myself!”).	Older Toc	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences

			ESD-2k	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	Younger	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 9. Emotions 7. Self-identity	1.1.1: Takes the lead in exploring 2.1.1: Names emotions 1.2.2: Sustains effort through difficulty
			ESD-2l	Express the belief that they can do many things.	Younger	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences
			ESD-2m	Try new activities and attempt new challenges.	Younger	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences

			ESD-2n	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	Older Pre	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 9. Emotions 7. Self-identity	1.1.1: Takes the lead in exploring 2.1.1: Names emotions 1.2.2: Sustains effort through difficulty
			ESD-2o	Express the belief that they can do many things.	Older Pre	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences
			ESD-2p	Stick with tasks even when they are challenging.	Older Pre	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences

			ESD-2q	Express opinions about their abilities in different areas (“I’m a good friend.” I can run fast.” “I know all my letters!”).	Older Pre	FF: Knowledge of self and others D: Emotions A: Initiative and planning	8. Sense of competence 7. Self-identity 9. Emotions	1.1.1: Takes the lead in exploring 1.2.2: Sustains effort through difficulty 8.1.1: Similarities and differences
	Developing a Sense of Self With Others	ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	ESD-3a	Enjoy being held, cuddled, and talked to by familiar adults.	Infants (B	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Seek help and communicate needs 2.1.2: Regulates emotions and actions
			ESD-3b	Recognize and reach out to familiar people.	Infants (B	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Seek help and communicate needs 2.1.2: Regulates emotions and actions

			ESD-3c	Seek to be near their caregivers; stop crying when they come near.	Infants (B	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Seek help and communicate needs 2.1.2: Regulates emotions and actions
			ESD-3d	Show signs of separation anxiety when a familiar caregiver leaves.	Infants (B	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Seek help and communicate needs 2.1.2: Regulates emotions and actions
			ESD-3e	Make eye contact with others.	Infants (B	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Seek help and communicate needs 2.1.2: Regulates emotions and actions

			ESD-3f	Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for “so big”).	Infants (B	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.1: Expresses ideas in home languages 2.1.2: Regulates emotions and actions

			ESD-3g	Show preference for and emotional connection with adults who take care of them on a regular basis (“check in” with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult	Younger	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Seek help and communicate needss 2.1.2: Regulates emotions and actions

			ESD-3h	Offer toys and objects to familiar adults.	Younger	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.5: Turn-taking conversations 2.1.2: Regulates emotions and actions
			ESD-3i	Look to adult for affirmation of behavior/guidance.	Younger	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.5: Turn-taking conversations 2.1.2: Regulates emotions and actions
			ESD-3j	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).	Older Toc	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Seek help and communicate needss 2.1.2: Regulates emotions and actions

			ESD-3k	Form close relationships with their primary caregivers and other familiar adults.	Older Toc	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Seek help and communicate needss 2.1.2: Regulates emotions and actions
			ESD-3l	Seek help from trusted adults when upset (when fearful or having difficulty with something).	Older Toc	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 2.1.1: Names emotions 4.1.3: Seek help and communicate needss
			ESD-3m	Are less likely to get upset when primary caregiver is with them.	Older Toc	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 2.1.1: Names emotions 4.1.3: Seek help and communicate needss

			ESD-3n	Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do).	Older Toc	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Seek help and communicate needss 2.1.2: Regulates emotions and actions
			ESD-3o	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).	Younger	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Seek help and communicate needss 2.1.2: Regulates emotions and actions

			ESD-3p	Show affection for adults they are close to.	Younger	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Seek help and communicate needss 2.1.2: Regulates emotions and actions
			ESD-3q	Given time, form positive relationships with new teachers or caregivers.	Younger	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Seek help and communicate needss 2.1.2: Regulates emotions and actions
			ESD-3r	Show ease and comfort in their interactions with familiar adults.	Younger	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 2.1.1: Names emotions 4.1.5: Discussion norms
			ESD-3s	Ask for assistance from adults.	Younger	E: Building relationships with adults L: Speaking D: Emotions	12. Building relationships 22. Speaking 9. Emotions	2.2.1: Positive relationships 4.1.3: Asks questions 4.1.5: Discussion norms

			ESD-3t	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval).	Older Pre	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.3: Asks questions 2.1.2: Regulates emotions and actions
			ESD-3u	Form positive relationships with new teachers or caregivers over time.	Older Pre	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.5: Discussion norms 2.1.2: Regulates emotions and actions

			ESD-3v	Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something).	Older Pre	E: Building relationships with adults D: Emotions L: Speaking	12. Building relationships 9. Emotions 11. Community	2.2.1: Positive relationships 4.1.5: Discussion norms 2.1.2: Regulates emotions and actions
		ESD-4: Children form relationships and interact positively with other children.	ESD-4a	Notice other infants and children (look at them, turn in other's direction, reach for them, touch them).	Infants (B	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios
			ESD-4b	Show pleasure at the arrival of familiar peers.	Younger	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios

			ESD-4c	Enjoy playing alongside other children.	Younger	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios
			ESD-4d	Imitate actions of older siblings and playmates.	Younger	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios
			ESD-4e	Offer toys and objects to other children.	Younger	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios
			ESD-4f	Show affection or preference for particular children (spontaneously hug, want to play, call child a friend).	Older Toc	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios

			ESD-4g	Remember and use names of familiar playmates.	Older Toc	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios
			ESD-4h	Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me.").	Older Toc	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios
			ESD-4i	Participate in play with other children.	Older Toc	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios

			ESD-4j	Show positive emotion and turn-taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys).	Older Toc	F: Building relationships with other children D: Emotions H: Conflict resolution	12. Building relationships 13. Cooperative play 9. Emotions	2.2.1: Positive relationships 2.1.1: Names emotions 2.2.3: Resolves social problems
			ESD-4k	Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).	Younger	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios
			ESD-4l	Form and maintain friendships with a few other children.	Younger	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios

			ESD-4m	Identify another child as a friend.	Younger	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios
			ESD-4n	Approach other children easily, expecting positive interactions.	Younger	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios
			ESD-4o	Show ease and comfort in their interactions with familiar children.	Younger	F: Building relationships with other children D: Emotions H: Conflict resolution	12. Building relationships 9. Emotions 13. Cooperative play	2.2.1: Positive relationships 2.1.1: Names emotions 2.2.3: Resolves social problems
			ESD-4p	Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).	Older Pre	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios

			ESD-4q	Form and maintain friendships with other children of diverse cultural backgrounds and abilities.	Older Pre	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios
			ESD-4r	Seek and give support to children they identify as friends.	Older Pre	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios

			ESD-4s	Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together).	Older Pre	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios
			ESD-4t	Play and interact cooperatively with other children (work on project together, exchange ideas).	Older Pre	F: Building relationships with other children H: Conflict resolution AA: Pretend play	12. Building relationships 13. Cooperative play 15. Conflict resolution	2.2.1: Positive relationships 2.2.3: Resolves social problems 9.4.1: Creates play scenarios

		ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	ESD-5a	Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look).	Younger	L: Speaking H: Conflict resolution F: Building relationships with other children	22. Speaking 14. Moral development 15. Conflict resolution	4.1.1: Expresses ideas in home language 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5b	Follow simple directions some of the time.	Younger	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Turn-taking conversations 2.2.3: Resolves social problems 8.2.1: Community problem solving

			ESD-5c	Control impulses some of the time (look at forbidden object and say, “No, no,” allow adult to direct them to a different activity).	Younger	D: Emotions H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	2.1.2: Regulates emotions and actions 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5d	Accept adult help to resolve problems and conflicts, and cooperate when adults redirect them from a situation that poses a problem.	Younger	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 15. Conflict resolution 13. Cooperative play	4.1.5: Turn-taking conversations 2.2.3: Resolves social problems 2.2.1: Positive relationships

			ESD-5e	Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	Older Toc	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Turn-taking conversations 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5f	Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, run outside).	Older Toc	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Turn-taking conversations 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5g	Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table).	Older Toc	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Turn-taking conversations 2.2.3: Resolves social problems 8.2.1: Community problem solving

			ESD-5h	Show caring and cooperation (help to put away toys, offer to help another person).	Older Toc	G: Community F: Building relationships with other children H: Conflict resolution	11. Community 13. Cooperative play 14. Moral development	4.1.5: Turn-taking conversations 2.2.1: Positive relationships 2.2.3: Resolves social problems
			ESD-5i	Wait for a short time to get what they want (a turn with a toy, snack), with guidance and support.	Older Toc	D: Emotions H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	2.1.2: Regulates emotions and actions 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5j	Accept “no” without getting overly upset.	Older Toc	G: Community D: Emotions H: Conflict resolution	11. Community 9. Emotions 14. Moral development	2.1.2: Regulates emotions and actions 2.1.1: Names emotions 2.2.3: Resolves social problems

			ESD-5k	Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	Younger	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Discussion norms 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5l	Often make requests clearly and effectively.	Younger	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Discussion norms 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5m	Show awareness that their actions affect others (move carefully around classmate's block structure).	Younger	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Discussion norms 2.2.3: Resolves social problems 8.2.1: Community problem solving

			ESD-5n	Wait for a short time to get what they want (a turn with a toy, a snack).	Younger	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Discussion norms 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5o	Work to resolve conflicts effectively, with guidance and support.	Younger	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 15. Conflict resolution 14. Moral development	4.1.5: Discussion norms 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5p	Notice and accept similarities and differences among all people, including people with disabilities.	Younger	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Discussion norms 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5q	Recognize and honor cultural differences.	Younger	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Discussion norms 2.2.3: Resolves social problems 8.2.1: Community problem solving

			ESD-5r	Follow social rules, transitions, and routines that have been explained to them.	Older Pre	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Discussion norms 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5s	Make requests clearly and effectively most of the time.	Older Pre	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Discussion norms 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5t	Balance their own needs with those of others in the group.	Older Pre	G: Community F: Building relationships with other children H: Conflict resolution	11. Community 15. Conflict resolution 14. Moral development	4.1.5: Discussion norms 8.2.1: Community problem solving 2.2.3: Resolves social problems
			ESD-5u	Anticipate consequences and plan ways to solve problems effectively, with guidance and support.	Older Pre	G: Community A: Initiative and planning H: Conflict resolution	11. Community 2. Planning 14. Moral development	4.1.5: Discussion norms 1.1.2: Makes and follows through on plans 2.2.3: Resolves social problems

			ESD-5v	Use a variety of strategies to solve problems and conflicts with increasing independence.	Older Pre	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 15. Conflict resolution 14. Moral development	4.1.5: Discussion norms 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5w	Express respect and caring for all people, including people with disabilities.	Older Pre	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Discussion norms 2.2.3: Resolves social problems 8.2.1: Community problem solving
			ESD-5x	Recognize and honor cultural differences.	Older Pre	G: Community H: Conflict resolution F: Building relationships with other children	11. Community 14. Moral development 15. Conflict resolution	4.1.5: Discussion norms 2.2.3: Resolves social problems 8.2.1: Community problem solving
	Learning about Feelings	ESD-6: Children identify, manage, and express their feelings.	ESD-6a	Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice.	Infants (B	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language

			ESD-6b	Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss).	Infants (B	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language
			ESD-6c	Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy).	Infants (B	D: Emotions L: Speaking FF: Knowledge of self and otherss	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language
			ESD-6d	Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice.	Younger	D: Emotion regulation L: Speaking GG: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language

			ESD-6e	Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout "Whee!" when excited).	Younger	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language
			ESD-6f	Separate from parent or main caregiver without being overcome by stress.	Younger	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language

			ESD-6g	Find comfort and calm down in a familiar setting or with a familiar person.	Younger	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language
			ESD-6h	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	Older Toc	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language
			ESD-6i	Communicate to make needs known.	Older Toc	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language

			ESD-6j	Manage emotions and control impulses with guidance and support (Say “I don’t like that!” instead of hitting; wait by door instead of running ahead when excited to go out).	Older Toc	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language
			ESD-6k	Display emotional outbursts less often.	Older Toc	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language

			ESD-6l	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	Younger	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language
			ESD-6m	Use a variety of words or signs to express and manage feelings more clearly.	Younger	D: Emotions L: Speaking FF: Knowledge of self and otherss	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language

			ESD-6n	Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!").	Younger	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language
			ESD-6o	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	Older Pre	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language

			ESD-6p	Independently manage and express feelings effectively most of the time.	Older Pre	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language
			ESD-6q	Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip.").	Older Pre	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language

			ESD-6r	Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”).	Older Pre	D: Emotions L: Speaking FF: Knowledge of self and others	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language
			ESD-6s	Use problem-solving strategies when feeling angry or frustrated.	Older Pre	D: Emotions L: Speaking FF: Knowledge of self and otherrs	9. Emotions 7. Self-identity 22. Speaking	2.1.1: Names emotions 2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language
		ESD-7: Children recognize and respond appropriately to the needs	ESD-7a	Become upset when another infant is crying.	Infants (B	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions

		and feelings of others.	ESD-7b	Respond differently to positive vs. negative emotional expressions of others.	Infants (B	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions
			ESD-7c	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	Younger	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions

			ESD-7d	Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/ tries to comfort).	Younger	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions
			ESD-7e	Match their tone and emotions to that of others during interactions.	Younger	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions

			ESD-7f	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	Older Toc	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions
			ESD-7g	Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?").	Older Toc	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions

			ESD-7h	Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	Older Toc	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions
			ESD-7i	Recognize facial expressions or actions associated with different emotions.	Older Toc	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions
			ESD-7j	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	Younger	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions

			ESD-7k	Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?").	Younger	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions
			ESD-7l	Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	Younger	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions

			ESD-7m	Show awareness that other people have different feelings (“I like raisins but he doesn’t.” “I’m scared on that ride but she isn’t.”).	Younger	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions
			ESD-7n	Communicate understanding and empathy for others’ feelings.	Older Pre	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions
			ESD-7o	Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”).	Older Pre	D: Emotions F: Building relationships with other children H: Conflict resolution	10. Empathy 9. Emotions 12. Building relationships	2.2.2: Empathy 2.1.1: Names emotions 4.7.4: Infers character emotions

			ESD-7p	Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others).	Older Pre	D: Emotions A: Initiative and planning F: Building relationships with other children	10. Empathy 9. Emotions 2. Planning	2.2.2: Empathy 2.1.1: Names emotions 1.1.2: Makes and follows through on plans
Health and Physical Development	Physical Health and Growth	HPD-1: Children develop healthy eating habits.	HPD-1a	Show interest in feeding routines.	Infants (B	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1b	Help with feeding themselves (eat finger foods, hold bottle).	Infants (B	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination

			HPD-1c	Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full).	Infants (B	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1d	Indicate foods they like and do not like.	Infants (B	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1e	Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away).	Infants (B	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination

			HPD-1f	Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food.	Infants (B	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1g	Try new foods.	Younger	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1h	Feed themselves with some assistance (may use hands, spoons, or cups with or without lids).	Younger	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1i	Ask for or accept food when hungry.	Younger	K: Personal care and healthy behavior L: Speaking J: Fine-motor skills	19. Personal care 22. Speaking 20. Healthy behavior	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 4.1.3: Seek help and communicate needs

			HPD-1j	Eat enough to meet nutritional needs, even when the amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others).	Younger	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1k	Eat a variety of small pieces of age-appropriate table foods.	Younger	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1l	Try new foods.	Older Toc	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination

			HPD-1m	Feed themselves using utensils and hands.	Older Toc	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1n	Eat foods depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food).	Older Toc	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination

			HPD-1o	Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples).	Older Toc	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	1.1.1: Takes the lead in exploring 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1p	Try new foods.	Younger	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	3.3.1: Healthy choices 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1q	Feed themselves independently with utensils.	Younger	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	3.3.1: Healthy choices 3.3.3: Personal care routines 3.2.1: Small-muscle coordination

			HPD-1r	Communicate that some foods are good for them (fruits, vegetables, milk) and some are not healthy (potato chips, soda).	Younger	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	3.3.1: Healthy choices 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1s	Try new foods.	Older Pre	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	3.3.1: Healthy choices 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1t	Feed themselves independently with utensils.	Older Pre	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	3.3.1: Healthy choices 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1u	Given a selection of familiar foods, identify which foods are nutritious and which are not.	Older Pre	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	3.3.1: Healthy choices 3.3.3: Personal care routines 3.2.1: Small-muscle coordination

			HPD-1v	Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal).	Older Pre	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	3.3.1: Healthy choices 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
			HPD-1w	Name foods and beverages that help to build healthy bodies.	Older Pre	K: Personal care and healthy behavior J: Fine-motor skills FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 17. Fine-motor skills	3.3.1: Healthy choices 3.3.3: Personal care routines 3.2.1: Small-muscle coordination
		HPD-2: Children engage in and sustain various forms of physical play indoors and out.	HPD-2a	Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over).	Infants (B	I: Gross-motor skills Z: Movement K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 9.3.1 Creates movement sequences

			HPD-2b	Move their bodies to explore the indoor and outdoor environment.	Infants (B	I: Gross-motor skills Z: Movement K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 9.3.1 Creates movement sequences
			HPD-2c	Develop strength by continuing movements over short periods of time.	Infants (B	I: Gross-motor skills Z: Movement K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 9.3.1 Creates movement sequences
			HPD-2d	Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving).	Younger	I: Gross-motor skills Z: Movement K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 9.3.1 Creates movement sequences

			HPD-2e	Anticipate and ask for outdoor play (point at door and say, “Out!”, resist coming indoors).	Younger	I: Gross-motor skills L: Speaking Z: Movement	16. Gross-motor skills 22. Speaking 20. Healthy behavior	3.1.1: Locomotor/nonlocomotor movement 4.1.3: Asks questions 3.1.2: Body and spatial awareness
			HPD-2f	Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over).	Younger	I: Gross-motor skills Z: Movement K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 9.3.1 Creates movement sequences
			HPD-2g	Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time.	Younger	I: Gross-motor skills K: Personal care and healthy behavior Z: Movement	16. Gross-motor skills 36. Measuring 20. Healthy behavior	3.1.1: Locomotor/nonlocomotor movement 9.3.1 Creates movement sequences 3.1.2: Body and spatial awareness

			HPD-2h	Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out.	Older Toc	I: Gross-motor skills Z: Movement K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 9.3.1 Creates movement sequences
			HPD-2i	Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”).	Older Toc	I: Gross-motor skills Z: Movement K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-2j	With guidance and support, transition from active to quiet activities.	Older Toc	I: Gross-motor skills D: Emotions K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 2.1.2 Regulate emotions

			HPD-2k	Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out.	Younger	I: Gross-motor skills Z: Movement K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-2l	Choose a variety of structured and unstructured physical activities indoors and outdoors.	Younger	I: Gross-motor skills A: Initiative and planning Z: Movement	16. Gross-motor skills 2. Planning 20. Healthy behavior	3.1.1: Locomotor/nonlocomotor movement 1.1.2: Makes and follows through on plans 3.1.2: Body and spatial awareness

			HPD-2m	Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).	Younger	I: Gross-motor skills Z: Movement K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-2n	Transition from active to quiet activities with limited guidance and support.	Younger	I: Gross-motor skills D: Emotions K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 2.1.2 Regulate emotions

			HPD-2o	Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out.	Older Pre	I: Gross-motor skills Z: Movement K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-2p	Communicate ways physical activity keeps us healthy and makes us feel good.	Older Pre	I: Gross-motor skills Z: Movement K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices

			HPD-2q	Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).	Older Pre	I: Gross-motor skills Z: Movement K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-2r	Transition independently from active to quiet activities most of the time.	Older Pre	I: Gross-motor skills D: Emotions K: Personal care and healthy behavior	16. Gross-motor skills 20. Healthy behavior 18. Body awareness	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 2.1.2 Regulate emotions
		HPD-3: Children develop healthy sleeping habits.	HPD-3a	Sleep for longer periods at a time (more at night, and less during the day).	Infants (B	K: Personal care and healthy behavior G: Community D: Emotions	19. Personal care 9. Emotions 20. Healthy behavior	3.3.1: Healthy choices 3.3.3: Personal care routines

			HPD-3b	Settle down and fall asleep after a routine that includes a familiar series of events.	Infants (B	K: Personal care and healthy behavior D: Emotions FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 9. Emotions	3.3.3: Personal care routines 2.1.2: Regulates emotions and actions
			HPD-3c	Develop a personal sleep routine or pattern.	Infants (B	K: Personal care and healthy behavior D: Emotions	19. Personal care 20. Healthy behavior	3.3.1: Healthy choices 3.3.3: Personal care routines
			HPD-3d	Cooperate with sleep routines (choose a book, get preferred sleep toy).	Younger	K: Personal care and healthy behavior FF: Knowledge of self and others D: Emotions	19. Personal care 13. Cooperative play 20. Healthy behavior	3.3.1: Healthy choices 2.2.1: Positive relationships 3.3.3: Personal care routines
			HPD-3e	Use simple sounds, gestures, or words to show they are tired (say, “Night, night.”).	Younger	K: Personal care and healthy behavior D: Emotions FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 9. Emotions	3.3.1: Healthy choices 3.3.3: Personal care routines 2.1.2: Regulates emotions and actions

			HPD-3f	Use language about sleep (say, “Time for bed,” after clearing lunch things; give sign for sleep).	Older Toc	K: Personal care and healthy behavior D: Emotions FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 9. Emotions	4.1.1: Expresses ideas in home language 3.3.3: Personal care routines 2.1.2: Regulates emotions and actions
			HPD-3g	With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat).	Older Toc	K: Personal care and healthy behavior D: Emotions FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 9. Emotions	3.3.1: Healthy choices 3.3.3: Personal care routines 2.1.2: Regulates emotions and actions
			HPD-3h	Learning to fall asleep on their own.	Older Toc	K: Personal care and healthy behavior D: Emotion regulation GG: Knowledge of self and others	19. Personal care 20. Healthy behavior 9. Emotions	3.3.1: Healthy choices 3.3.3: Personal care routines 2.1.2: Regulates emotions and actions

			HPD-3i	Recognize and communicate signs of being tired.	Younger	K: Personal care and healthy behavior D: Emotions FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 9. Emotions	3.3.1: Healthy choices 3.3.3: Personal care routines 2.1.2: Regulates emotions and actions
			HPD-3j	With increasing independence, start and participate in sleep routines.	Younger	K: Personal care and healthy behavior D: Emotions FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 9. Emotions	3.3.1: Healthy choices 3.3.3: Personal care routines 2.1.2: Regulates emotions and actions
			HPD-3k	Communicate ways sleep keeps us healthy and makes us feel good.	Older Pre	K: Personal care and healthy behavior D: Emotions FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 9. Emotions	3.3.1: Healthy choices 3.3.3: Personal care routines 2.1.2: Regulates emotions and actions
			HPD-3l	Independently start and participate in sleep routines most of the time.	Older Pre	K: Personal care and healthy behavior D: Emotions FF: Knowledge of self and others	19. Personal care 20. Healthy behavior 9. Emotions	3.3.1: Healthy choices 3.3.3: Personal care routines 2.1.2: Regulates emotions and actions

Motor Development	HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.	HPD-4a	Gain control of arm and leg movements.	Infants (B	I: Gross-motor skills Z: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.2.1
		HPD-4b	Develop upright posture when sitting and standing.	Infants (B	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
		HPD-4c	Move in and out of various positions by rolling, pushing up, and pulling to stand.	Infants (B	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
		HPD-4d	Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk).	Infants (B	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices

			HPD-4e	Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor).	Younger	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-4f	Move arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps).	Younger	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices

			HPD-4g	Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker).	Younger	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-4h	Move arms and legs to complete a task (kick, jump, step, pedal, push away).	Older Tod	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-4i	Move through the world with a variety of movements and with increasing independence (run, jump, pedal).	Older Tod	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices

			HPD-4j	Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide).	Older Tod	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-4k	Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps).	Older Tod	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices

			HPD-4l	Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps.	Younger	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-4m	Refine movements and show generally good coordination (e.g., throwing and catching).	Younger	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices

			HPD-4n	Demonstrate large muscle control by throwing balls accurately, sliding down slides, pedaling riding toys, and using assistive technology effectively.	Younger	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 7.1.1: Uses analog tools safely 3.1.2: Body and spatial awareness
			HPD-4o	Move in space with good coordination (running, hopping in place, galloping).	Younger	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-4p	Coordinate movement of upper and lower body.	Older Pre	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices

			HPD-4q	Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another).	Older Pre	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-4r	Move quickly through the environment and stop (run fast, pedal fast).	Older Pre	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.3.1: Healthy choices
			HPD-4s	Show awareness of own body in relation to other people and objects while moving through space.	Older Pre	I: Gross-motor skills AA: Movement J: Fine-motor skills	16. Gross-motor skills 18. Body awareness 42. Movement	3.1.1: Locomotor/nonlocomotor movement 3.1.2: Body and spatial awareness 3.2.1: Small-muscle coordination

		HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	HPD-5a	Use both hands to swipe at, reach for, grasp, hold, shake, and release objects.	Infants (B	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 4.6.1: Writes letter-like forms/words 7.1.1: Uses analog tools safely
			HPD-5b	Transfer objects from one hand to the other.	Infants (B	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 4.6.1: Writes letter-like forms/words 7.1.1: Uses analog tools safely
			HPD-5c	Use a pincer grasp to pick up an object with finger and thumb.	Infants (B	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 4.6.1: Writes letter-like forms/words 7.1.1: Uses analog tools safely
			HPD-5d	Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball).	Younger	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 4.6.1: Writes letter-like forms/words 7.1.1: Uses analog tools safely

			HPD-5e	Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers).	Younger	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 4.6.1: Writes letter-like forms/words 7.1.1: Uses analog tools safely
			HPD-5f	Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling), however imperfectly.	Younger	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 7.1.1: Uses analog tools safely 4.6.1: Writes letter-like forms/words
			HPD-5g	Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time).	Older Toc	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 4.6.1: Writes letter-like forms/words 7.1.1: Uses analog tools safely

			HPD-5h	Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters).	Older Toc	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 4.6.1: Writes letter-like forms/words 7.1.1: Uses analog tools safely
			HPD-5i	Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel).	Older Toc	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 7.1.1: Uses analog tools safely 4.6.1: Writes letter-like forms/words
			HPD-5j	Draw simple shapes and figures (square for block, circles).	Younger	J: Fine-motor skills X: Art T: Geometry: shapes and spatial awareness	17. Fine-motor skills 40. Art 34. Shapes	3.2.1: Small-muscle coordination 9.1.1: Creates 2-D/3-D art 5.4.1: Identifies/describes shapes

			HPD-5k	Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces).	Younger	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 4.6.1: Writes letter-like forms/words 7.1.1: Uses analog tools safely
			HPD-5l	Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools).	Younger	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 7.1.1: Uses analog tools safely 4.6.1: Writes letter-like forms/words

			HPD-5m	Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms).	Older Pre	J: Fine-motor skills X: Art R: Writing	17. Fine-motor skills 40. Art 29. Writing	3.2.1: Small-muscle coordination 9.1.1: Creates 2-D/3-D art 4.6.1: Writes letter-like forms/words
			HPD-5n	Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces).	Older Pre	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 4.6.1: Writes letter-like forms/words 7.1.1: Uses analog tools safely

			HPD-5o	Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher).	Older Pre	J: Fine-motor skills R: Writing B: Problem solving with materials	17. Fine-motor skills 5. Use of resources 29. Writing	3.2.1: Small-muscle coordination 7.1.1: Uses analog tools safely 4.6.1: Writes letter-like forms/words
	Self-Care	HPD-6: Children develop awareness of their needs and the ability to communicate their needs.	HPD-6a	Use different sounds to let caregivers know they need attention.	Infants (B	K: Personal care and healthy behavior L: Speaking D: Emotions	19. Personal care 22. Speaking 9. Emotions	3.3.3: Personal care routines 4.1.1: Expresses ideas in home language 4.1.3 Seeks help
			HPD-6b	Begin to soothe themselves (suck thumb, find pacifier, reach for a security object).	Infants (B	K: Personal care and healthy behavior L: Speaking D: Emotions	19. Personal care 22. Speaking 9. Emotions	3.3.3: Personal care routines 4.1.1: Expresses ideas in home language 4.1.3 Seeks help

			HPD-6c	Use gestures, words, signs, or sign language to communicate what they need.	Younger	K: Personal care and healthy behavior L: Speaking D: Emotions	19. Personal care 22. Speaking 9. Emotions	3.3.3: Personal care routines 4.1.1: Expresses ideas in home language 4.1.3 Seeks help
			HPD-6d	Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch).	Younger	K: Personal care and healthy behavior D: Emotions L: Speaking	19. Personal care 9. Emotions 22. Speaking	3.3.3: Personal care routines 2.1.1: Names emotions 4.1.1: Expresses ideas in home language

			HPD-6e	Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).	Older Toc	K: Personal care and healthy behavior L: Speaking D: Emotions	19. Personal care 22. Speaking 9. Emotions	3.3.3: Personal care routines 4.1.3: Seeks help 4.1.1: Expresses ideas in home language
			HPD-6f	Soothe themselves when needed (find a quiet area for alone time, look at book before nap).	Older Toc	K: Personal care and healthy behavior L: Speaking D: Emotions	19. Personal care 22. Speaking 9. Emotions	3.3.3: Personal care routines 4.1.1: Expresses ideas in home language 4.1.3 Seeks help

			HPD-6g	Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).	Younger	K: Personal care and healthy behavior L: Speaking D: Emotions	19. Personal care 22. Speaking 9. Emotions	3.3.3: Personal care routines 4.1.3: Seeks hlep 4.1.1: Expresses ideas in home language
			HPD-6h	Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner).	Younger	K: Personal care and healthy behavior L: Speaking D: Emotions	19. Personal care 22. Speaking 9. Emotions	3.3.3: Personal care routines 4.1.1: Expresses ideas in home language 2.1.2: Regulates emotions and actions

			HPD-6i	Use language to ask adults or peers specifically for the kind of help needed in a particular situation.	Older Pre	K: Personal care and healthy behavior F: Building relationships with other children L: Speaking	19. Personal care 12. Building relationships 22. Speaking	3.3.3: Personal care routines 2.2.1: Positive relationships 4.1.3: Seeks help
			HPD-6j	Consistently use strategies to calm themselves when needed.	Older Pre	K: Personal care and healthy behavior L: Speaking D: Emotions	19. Personal care 22. Speaking 9. Emotions	2.1.2: Regulates emotions and actions 4.1.1: Expresses ideas in home language 3.3.1: Healthy choices
		HPD-7: Children develop independence in caring for themselves and their environment.	HPD-7a	Accept care routines (mouth care, handwashing, diapering, dressing, and bathing).	Infants (B	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 2.1.2: Regulates emotions and actions 3.2.1: Small-muscle coordination

			HPD-7b	Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing).	Infants (B	K: Personal care and healthy behavior G: Community J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 2.1.2: Regulates emotions and actions 3.2.1: Small-muscle coordination
			HPD-7c	Cooperate and help with care routines and cleanup (mouth care, handwashing, diapering, dressing, bathing).	Younger	K: Personal care and healthy behavior F: Building relationships with other children A: Initiative and planning	19. Personal care 13. Cooperative play 1. Initiative	3.3.3: Personal care routines 2.2.1: Positive relationships 2.1.2: Regulates emotions and actions
			HPD-7d	Drink from a cup (with or without a lid) and feed themselves with their fingers or a spoon.	Younger	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 1.2.1: Sustains attention and engagement 3.2.1: Small-muscle coordination

			HPD-7e	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	Older Toc	K: Personal care and healthy behavior L: Speaking A: Initiative and planning	19. Personal care 22. Speaking 1. Initiative	3.3.3: Personal care routines 4.1.3: Asks for help 3.3.1: Healthy choices
			HPD-7f	Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting).	Older Toc	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 1.2.1: Sustains attention and engagement 3.2.1: Small-muscle coordination

			HPD-7g	Feed themselves with a spoon.	Older Toc	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 1.2.1: Sustains attention and engagement 3.2.1: Small-muscle coordination
			HPD-7h	Help with meal and snack routines.	Older Toc	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 1.2.1: Sustains attention and engagement 3.2.1: Small-muscle coordination
			HPD-7i	Begin to take care of objects (put toys away, handle materials carefully, water plants or garden).	Older Toc	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 1.2.1: Sustains attention and engagement 3.2.1: Small-muscle coordination

			HPD-7j	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	Younger	K: Personal care and healthy behavior L: Speaking A: Initiative and planning	19. Personal care 22. Speaking 1. Initiative	3.3.3: Personal care routines 4.1.3: Asks questions 3.3.1: Healthy choices
			HPD-7k	Dress and undress themselves with occasional assistance.	Younger	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 3.3.1: Healthy choices 3.2.1: Small-muscle coordination
			HPD-7l	Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow).	Younger	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 3.3.1: Healthy choices 3.2.1: Small-muscle coordination

			HPD-7m	Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet).	Younger	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 3.3.1: Healthy choices 3.2.1: Small-muscle coordination
			HPD-7n	Serve food for themselves.	Younger	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 3.3.1: Healthy choices 3.2.1: Small-muscle coordination
			HPD-7o	Help with routine care of the indoor and outdoor learning environment (recycle, care for garden).	Younger	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 3.3.1: Healthy choices 3.2.1: Small-muscle coordination
			HPD-7p	Name people who help children stay healthy.	Younger	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 3.3.1: Healthy choices 3.2.1: Small-muscle coordination

			HPD-7q	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	Older Pre	K: Personal care and healthy behavior L: Speaking A: Initiative and planning	19. Personal care 22. Speaking 1. Initiative	3.3.3: Personal care routines 4.1.3: Asks questions 3.3.1: Healthy choices
			HPD-7r	Dress and undress themselves independently.	Older Pre	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 3.3.1: Healthy choices 3.2.1: Small-muscle coordination
			HPD-7s	Perform tasks to maintain the indoor and outdoor learning environment independently.	Older Pre	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 3.3.1: Healthy choices 3.2.1: Small-muscle coordination

			HPD-7t	Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones).	Older Pre	K: Personal care and healthy behavior A: Initiative and planning J: Fine-motor skills	19. Personal care 1. Initiative 17. Fine-motor skills	3.3.3: Personal care routines 3.3.1: Healthy choices 3.2.1: Small-muscle coordination
	Safety Awareness	HPD-8: Children develop awareness of basic safety rules and begin to follow them.	HPD-8	Identify people who can help them in the community (police, firefighter, nurse).	Older Pre	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 3.3.1: Healthy choices 8.5.1: Roles and work people do
			HPD-8a	Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers).	Infants (B	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 2.2.1: Positive relationships 7.1.1: Uses analog tools safely

			HPD-8b	Notice and imitate adults' reactions to new people and situations.	Infants (B	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 2.2.1: Positive relationships 7.1.1: Uses analog tools safely
			HPD-8c	Watch for adult reactions to unfamiliar things or situations that might be dangerous.	Younger	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 2.2.1: Positive relationships 7.1.1: Uses analog tools safely
			HPD-8d	Show some caution about unfamiliar and/ or unsafe situations.	Younger	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 2.2.1: Positive relationships 7.1.1: Uses analog tools safely
			HPD-8e	Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!").	Younger	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 2.2.1: Positive relationships 7.1.1: Uses analog tools safely

			HPD-8f	Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened).	Older Toc	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 1.3.2: Reflects on experiences 7.1.1: Uses analog tools safely
			HPD-8g	Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead).	Older Toc	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 2.1.2 Regulates emotions 7.1.1: Uses analog tools safely

			HPD-8h	With guidance, recognize and avoid situations that might cause harm.	Older Toc	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 2.1.2 Regulates emotions 7.1.1: Uses analog tools safely
			HPD-8i	Know what their bodies can do, and play within their abilities to avoid injury to self or others.	Younger	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 3.3.1: Healthy choices 7.1.1: Uses analog tools safely
			HPD-8j	Usually recognize and avoid objects and situations that might cause harm.	Younger	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 3.3.1: Healthy choices 7.1.1: Uses analog tools safely
			HPD-8k	Usually follow established safety rules.	Younger	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 3.3.1: Healthy choices 7.1.1: Uses analog tools safely

			HPD-8l	Call a trusted adult when someone gets injured or is in an unsafe situation.	Younger	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 3.3.1: Healthy choices 7.1.1: Uses analog tools safely
			HPD-8m	Avoid potentially dangerous behaviors.	Older Pre	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 3.3.1: Healthy choices 7.1.1: Uses analog tools safely
			HPD-8n	Consistently recognize and avoid objects, substances, and activities within the environment that might cause harm.	Older Pre	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 3.3.1: Healthy choices 7.1.1: Uses analog tools safely
			HPD-8o	Independently follow established safety rules.	Older Pre	K: Personal care and healthy behavior M: Listening and comprehension FF: Knowledge of self and others	20. Healthy behavior 14. Moral development 21. Comprehension	3.3.2: Safety practices 3.3.1: Healthy choices 7.1.1: Uses analog tools safely

Language Development and Communication	Learning to Communicate	LDC-1: Children understand communications from others.	LDC-1a	Engage in individual and reciprocal sound exploration and play (make “raspberries” or other sounds with someone).	Infants (B	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language
			LDC-1b	Show interest in voices, and focus on speech directed at them.	Infants (B	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language
			LDC-1c	Respond to different tones in speech directed at them.	Infants (B	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language

			LDC-1d	Respond to simple requests (“Come here ”or “Do you want more?”).	Infants (B	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language
			LDC-1e	Respond to others by using words or signs.	Younger	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language
			LDC-1f	Respond appropriatel y to gestures, facial expressions , tone of voice, and some words that show emotions.	Younger	M: Listening and comprehension D: Emotions L: Speaking	21. Comprehension 9. Emotions 23. Vocabulary	4.1.2: Understands and answers questions 2.1.1: Names emotions 4.1.4: Vocabulary use

			LDC-1g	Follow simple directions and/or visual cues (“Put your pillow on the mat.” “Please sit by me.”).	Younger	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language
			LDC-1h	Respond when others talk to them, using a larger variety of words or signs.	Older Toc	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language
			LDC-1i	Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions.	Older Toc	M: Listening and comprehension D: Emotions L: Speaking	21. Comprehension 9. Emotions 23. Vocabulary	4.1.2: Understands and answers questions 2.1.1: Names emotions 4.1.4: Vocabulary use

			LDC-1j	Follow two-step directions with visual cues if needed ("Pick up the paper and put it in the trash." "Get your cup and put it on the table.").	Older Toc	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language
			LDC-1k	Show understanding of increasingly complex sentences.	Younger	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language
			LDC-1l	With prompting and support, respond to requests for information or action.	Younger	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language

			LDC-1m	Follow simple multistep directions with visual cues, if needed.	Younger	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language
			LDC-1n	Show understanding of increasingly complex sentences.	Older Pre	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language
			LDC-1o	Respond to requests for information or action.	Older Pre	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language
			LDC-1p	Follow more detailed multistep directions.	Older Pre	M: Listening and comprehension L: Speaking Q: Book enjoyment and knowledge	21. Comprehension 23. Vocabulary 22. Speaking	4.1.2: Understands and answers questions 4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language

		LDC-2: Children participate in conversations with peers and adults.	LDC-2a	Respond differently to facial expressions and tones of voice.	Infants (B	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Turn-taking conversations 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-2b	Pay brief attention to the same object the caregiver is looking at.	Infants (B	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Turn-taking conversations 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-2c	Engage in turn-taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear).	Infants (B	L: Speaking F: Building relationships with other children M: Listening and comprehension	22. Speaking 13. Cooperative play 12. Building relationships	4.1.5: Turn-taking conversations 2.2.1: Positive relationships 4.1.1: Expresses ideas in home language

			LDC-2d	Establish joint attention by looking at an object, at their caregiver, and back at the object.	Younger	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Turn-taking conversations 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-2e	Respond to and initiate dialogue with another person.	Younger	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Turn-taking conversations 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-2f	Use movement or behavior to initiate interaction with another person.	Younger	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Turn-taking conversations 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-2g	Engage in short dialogues of a few turns.	Older Toc	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Turn-taking conversations 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions

			LDC-2h	Ask questions or use verbal or nonverbal cues to initiate communication with another child or adult.	Older Toc	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Turn-taking conversations 4.1.3: Asks questions 4.1.1: Expresses ideas in home language
			LDC-2i	Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication).	Younger	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Discussion norms 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions

			LDC-2j	Initiate and carry on conversations and ask questions about things that interest them.	Younger	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Discussion norms 4.1.3: Asks questions 4.1.1: Expresses ideas in home language
			LDC-2k	With prompting and support, make comments and ask questions related to the topic of discussion.	Younger	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Discussion norms 4.1.3: Asks questions 4.1.1: Expresses ideas in home language

			LDC-2l	Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication).	Older Pre	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Discussion norms 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions

			LDC-2m	Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation.	Older Pre	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Discussion norms 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-2n	Initiate and participate in conversations related to interests of their own or the persons they are communicating with.	Older Pre	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Discussion norms 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions

			LDC-2o	Participate in a group discussion, making comments and asking questions related to the topic.	Older Pre	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Discussion norms 4.1.3: Asks questions 4.1.1: Expresses ideas in home language
			LDC-2p	Show an appreciation for and can use humor appropriatel y.	Older Pre	L: Speaking M: Listening and comprehension F: Building relationships with other children	22. Speaking 21. Comprehension 12. Building relationships	4.1.5: Discussion norms 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
		LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.	LDC-3a	Respond to simple statements and questions about pictures, play, people, and things that are happening.	Younger	L: Speaking M: Listening and comprehension A: Initiative and planning	22. Speaking 21. Comprehension 50. Communicating ideas	4.1.3: Asks questions 4.1.2: Understands and answers questions 4.1.1: Expresses ideas in home language

			LDC-3b	Answer simple questions (“What is she doing?” “What happened to the bear in the story?”).	Older Toc	L: Speaking M: Listening and comprehension A: Initiative and planning	22. Speaking 21. Comprehension 50. Communicating ideas	4.1.3: Asks questions 4.1.2: Understands and answers questions 4.1.1: Expresses ideas in home language
			LDC-3c	Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information.	Older Toc	L: Speaking M: Listening and comprehension A: Initiative and planning	22. Speaking 21. Comprehension 50. Communicating ideas	4.1.3: Asks questions 4.1.2: Understands and answers questions 4.1.1: Expresses ideas in home language
			LDC-3d	Answer longer questions using more detail.	Younger	L: Speaking M: Listening and comprehension	22. Speaking 33. Vocabulary 21. Comprehension	4.1.3: Asks questions 4.1.4: Vocabulary use 4.1.2: Understands and answers questions

			LDC-3e	Use sentences or questions to ask for things (people, actions, objects, pets) or gain information.	Younger	L: Speaking M: Listening and comprehension A: Initiative and planning	22. Speaking 21. Comprehension 50. Communicating ideas	4.1.3: Asks questions 4.1.2: Understands and answers questions 4.1.1: Expresses ideas in home language
			LDC-3f	Answer more complex questions with an explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me").	Older Pre	L: Speaking M: Listening and comprehension A: Initiative and planning	22. Speaking 21. Comprehension 50. Communicating ideas	4.1.3: Asks questions 4.1.2: Understands and answers questions 4.1.1: Expresses ideas in home language

			LDC-3g	Ask specific questions to learn more about their world, understand tasks, and solve problems.	Older Pre	L: Speaking M: Listening and comprehension A: Initiative and planning	22. Speaking 21. Comprehension 50. Communicating ideas	4.1.3: Asks questions 4.1.2: Understands and answers questions 4.1.1: Expresses ideas in home language
		LDC-4: Children communicate thoughts, feelings, and ideas clearly.	LDC-4a	Repeat actions to communicate (lift arms to be picked up, point at desired toys).	Infants (B	L: Speaking M: Listening and comprehension D: Emotions	22. Speaking 23. Vocabulary 50. Communicating ideas	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 1.1.2: Makes and follows through on plans
			LDC-4b	Make different sounds for different purposes (whimper when wet, cry loudly when hungry).	Infants (B	L: Speaking M: Listening and comprehension D: Emotions	22. Speaking 23. Vocabulary 50. Communicating ideas	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 1.1.2: Makes and follows through on plans

			LDC-4c	"Babble" and pretend to talk using many sounds or sign languages used around them.	Infants (B	L: Speaking AA: Pretend play M: Listening and comprehension	22. Speaking 43. Pretend play 23. Vocabulary	4.1.1: Expresses ideas in home language 9.4.1: Creates play scenarios 4.1.4: Vocabulary use
			LDC-4d	Communicate through facial expressions, sounds, and body movements.	Younger	L: Speaking M: Listening and comprehension D: Emotions	22. Speaking 23. Vocabulary 50. Communicating ideas	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 1.1.2: Makes and follows through on plans
			LDC-4e	Expect others to understand them and show frustration, often through their behavior, if not understood.	Younger	L: Speaking D: Emotions M: Listening and comprehension	22. Speaking 9. Emotions 23. Vocabulary	4.1.1: Expresses ideas in home language 2.1.1: Names emotions 4.1.4: Vocabulary use

			LDC-4f	Use non-verbal gestures to express ideas and feelings.	Younger	L: Speaking D: Emotions M: Listening and comprehension	22. Speaking 9. Emotions 23. Vocabulary	4.1.1: Expresses ideas in home language 2.1.1: Names emotions 4.1.4: Vocabulary use
			LDC-4g	Communicate message with expression, tone, and inflection.	Older Toc	L: Speaking M: Listening and comprehension D: Emotions	22. Speaking 23. Vocabulary 50. Communicating ideas	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 1.1.2: Makes and follows through on plans
			LDC-4h	Use speech that is understood most of the time by familiar listeners.	Older Toc	L: Speaking M: Listening and comprehension D: Emotions	22. Speaking 23. Vocabulary 50. Communicating ideas	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 1.1.2: Makes and follows through on plans
			LDC-4i	Communicate messages with expression, tone, and inflection appropriate the situation.	Younger	L: Speaking M: Listening and comprehension D: Emotions	22. Speaking 23. Vocabulary 50. Communicating ideas	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 1.1.2: Makes and follows through on plans

			LDC-4j	Speak clearly enough to be understood by familiar adults and children.	Younger	L: Speaking M: Listening and comprehension D: Emotions	22. Speaking 23. Vocabulary 50. Communicating ideas	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 1.1.2: Makes and follows through on plans
			LDC-4k	Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions.	Older Pre	L: Speaking D: Emotions M: Listening and comprehension	22. Speaking 9. Emotions 23. Vocabulary	4.1.1: Expresses ideas in home language 2.1.1: Names emotions 4.1.4: Vocabulary use
			LDC-4l	Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	Older Pre	L: Speaking M: Listening and comprehension D: Emotions	22. Speaking 23. Vocabulary 50. Communicating ideas	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 1.1.2: Makes and follows through on plans

			LDC-4m	Speak clearly enough to be understood by most people.	Older Pre	L: Speaking M: Listening and comprehension D: Emotions	22. Speaking 23. Vocabulary 50. Communicating ideas	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 1.1.2: Makes and follows through on plans
			LDC-4n	State point of view, likes and dislikes.	Older Pre	L: Speaking M: Listening and comprehension D: Emotions	22. Speaking 23. Vocabulary 50. Communicating ideas	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 1.1.2: Makes and follows through on plans
			LDC-4o	Relay messages accurately.	Older Pre	L: Speaking M: Listening and comprehension D: Emotions	22. Speaking 23. Vocabulary 50. Communicating ideas	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 1.1.2: Makes and follows through on plans
		LDC-5: Children describe familiar people, places, things, and events.	LDC-5a	Act out familiar scenes and events, and imitate familiar people.	Younger	L: Speaking M: Listening and comprehension BB: Observing and classifying	22. Speaking 23. Vocabulary 45. Observing	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 5.5.2: Comparative language

			LDC-5b	Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.	Older Toc	L: Speaking M: Listening and comprehension BB: Observing and classifying	22. Speaking 23. Vocabulary 45. Observing	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 5.5.2: Comparative language
			LDC-5c	Use dramatic play to act out familiar scenes and events and imitate familiar people.	Older Toc	L: Speaking AA: Pretend play M: Listening and comprehension	22. Speaking 43. Pretend play 23. Vocabulary	4.1.4: Vocabulary use 9.4.1: Creates play scenarios 4.1.1: Expresses ideas in home language
			LDC-5d	Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.	Younger	L: Speaking M: Listening and comprehension BB: Observing and classifying	22. Speaking 23. Vocabulary 45. Observing	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 5.5.2: Comparative language

			LDC-5e	Describe experiences and create or retell short narratives.	Younger	L: Speaking M: Listening and comprehension BB: Observing and classifying	22. Speaking 23. Vocabulary 45. Observing	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 5.5.2: Comparative language
			LDC-5f	Describe experiences and create and/or retell longer narratives.	Older Pre	L: Speaking M: Listening and comprehension	22. Speaking 23. Vocabulary	4.1.4: Vocabulary use 4.7.1: Retells stories 4.1.1: Expresses ideas in home language
		LDC-6: Children use most grammatical constructions of their home language well.	LDC-6a	Make different sounds for different purposes (whimper when wet, cry loudly when hungry).	Infants (B	L: Speaking M: Listening and comprehension O: Alphabetic knowledge	22. Speaking 23. Vocabulary 30. English language learning	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 4.1.5: Turn-taking conversations

			LDC-6b	“Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate.	Infants (B	L: Speaking AA: Pretend play M: Listening and comprehension	22. Speaking 43. Pretend play 23. Vocabulary	4.1.1: Expresses ideas in home language 9.4.1: Creates play scenarios 4.1.4: Vocabulary use
			LDC-6c	“Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language.	Younger	L: Speaking Y: Music M: Listening and comprehension	22. Speaking 41. Music 23. Vocabulary	4.1.1: Expresses ideas in home language 9.2.1: Creates music 4.1.4: Vocabulary use
			LDC-6d	Use a few words to communicate (make requests and ask questions).	Younger	L: Speaking M: Listening and comprehension P: Reading	22. Speaking 23. Vocabulary 30. English language learning	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 4.1.5: Turn-taking conversations

			LDC-6e	Communicate in short sentences that follow the word order of their home language.	Older Toc	L: Speaking M: Listening and comprehension P: Reading	22. Speaking 23. Vocabulary 30. English language learning	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 4.1.5: Turn-taking conversations
			LDC-6f	Combine two and three words.	Older Toc	L: Speaking M: Listening and comprehension P: Reading	22. Speaking 23. Vocabulary 30. English language learning	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 4.1.5: Turn-taking conversationss
			LDC-6g	Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions).	Younger	L: Speaking M: Listening and comprehension	22. Speaking 23. Vocabulary	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use

			LDC-6h	Make grammatical errors that follow language rules (say, “mouses” instead of “mice”).	Younger	L: Speaking M: Listening and comprehension P: Reading	22. Speaking 23. Vocabulary 30. English language learning	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 4.1.5: Discussion norms
			LDC-6i	Speak in full sentences that are grammatically correct most of the time.	Older Pre	L: Speaking M: Listening and comprehension P: Reading	22. Speaking 23. Vocabulary 30. English language learning	4.1.1: Expresses ideas in home language 4.1.4: Vocabulary use 4.1.5: Discussion norms
		LDC-7: Children respond to and use a growing vocabulary.	LDC-7a	Make specific sounds, facial expressions, and/or gestures for certain people and objects.	Infants (B	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-7b	Imitate sounds, words, and gestures.	Infants (B	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions

			LDC-7c	Recognize spoken or signed words for common items.	Infants (B	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-7d	Show steady increase in words used (e.g., name family members and familiar objects).	Younger	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-7e	Imitate parts of familiar songs, chants, or rhymes.	Younger	L: Speaking Y: Music N: Phonological awareness	23. Vocabulary 41. Music 24. Phonological awareness	4.1.4: Vocabulary use 9.2.1: Creates music 4.3.1: Manipulates rhyming sounds
			LDC-7f	Respond to simple words and phrases that they hear often.	Younger	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions

			LDC-7g	Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects.	Younger	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-7h	Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy).	Older Toc	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-7i	Participate in or repeat familiar songs, chants, or rhymes.	Older Toc	L: Speaking Y: Music N: Phonological awareness	23. Vocabulary 41. Music 24. Phonological awareness	4.1.4: Vocabulary use 9.2.1: Creates music 4.3.1: Manipulates rhyming sounds

			LDC-7j	Show they understand many new vocabulary words and a variety of concepts (big and little, in and out).	Older Toc	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-7k	Use proper nouns for people and things.	Older Toc	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-7l	Repeat familiar songs, chants, or rhymes.	Younger	L: Speaking Y: Music N: Phonological awareness	23. Vocabulary 41. Music 24. Phonological awareness	4.1.4: Vocabulary use 9.2.1: Creates music 4.3.1: Manipulates rhyming sounds

			LDC-7m	Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg).	Younger	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-7n	Make up names for things using words they know (e.g., dog doctor for veterinarian).	Younger	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
			LDC-7o	Use many kinds of cues in the environment to figure out what words mean.	Younger	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions

			LDC-7p	Repeat familiar songs, chants, or rhymes.	Older Pre	L: Speaking Y: Music N: Phonological awareness	23. Vocabulary 41. Music 24. Phonological awareness	4.1.4: Vocabulary use 9.2.1: Creates music 4.3.1: Manipulates rhyming sounds
			LDC-7q	Use a growing vocabulary that includes many kinds of words to express ideas clearly.	Older Pre	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.3 Ask questions 4.1.1: Expresses ideas in home language

			LDC-7r	Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are	Older Pre	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions

			LDC-7s	Distinguish between real and made up words.	Older Pre	L: Speaking M: Listening and comprehension Q: Book enjoyment and knowledge	23. Vocabulary 22. Speaking 21. Comprehension	4.1.4: Vocabulary use 4.1.1: Expresses ideas in home language 4.1.2: Understands and answers questions
	Foundations for Reading	LDC-8: Children develop interest in books and motivation to read.	LDC-8a	Pat and chew on tactile books.	Infants (B	Q: Book enjoyment and knowledge P: Reading M: Listening and comprehension	28. Book knowledge 26. Reading 21. Comprehension	4.5.1: Interest in reading books 4.5.2: Shared reading 4.4.1: Engage with environmental print
			LDC-8b	Look at pictures of faces and simple objects.	Infants (B	Q: Book enjoyment and knowledge P: Reading M: Listening and comprehension	28. Book knowledge 26. Reading 21. Comprehension	4.5.1: Interest in reading books 4.5.2: Shared reading 4.4.1: Engage with environmental print
			LDC-8c	Listen to simple and repetitive books, stories, and songs.	Infants (B	Q: Book enjoyment and knowledge Y: Music P: Reading	28. Book knowledge 41. Music 26. Reading	4.5.1: Interest in reading books 9.2.1: Creates music 4.5.2: Shared reading

			LDC-8d	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	Younger	Q: Book enjoyment and knowledge P: Reading M: Listening and comprehension	28. Book knowledge 26. Reading 21. Comprehension	4.5.1: Interest in reading books 4.5.2: Shared reading 4.4.1: Engage with environmental print
			LDC-8e	Show interest in books (e.g., tactile and picture books).	Younger	Q: Book enjoyment and knowledge P: Reading M: Listening and comprehension	28. Book knowledge 26. Reading 21. Comprehension	4.5.1: Interest in reading books 4.5.2: Shared reading 4.4.1: Engage with environmental print
			LDC-8f	Listen to simple and repetitive books, stories, and songs for a brief time.	Younger	Q: Book enjoyment and knowledge Y: Music P: Reading	28. Book knowledge 41. Music 26. Reading	4.5.1: Interest in reading books 9.2.1: Creates music 4.5.2: Shared reading
			LDC-8g	Carry books around, “name” them, and select books for adults to read out loud.	Younger	Q: Book enjoyment and knowledge P: Reading M: Listening and comprehension	28. Book knowledge 26. Reading 21. Comprehension	4.5.1: Interest in reading books 4.5.2: Shared reading 4.4.1: Engage with environmental print

			LDC-8h	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	Older Toc	Q: Book enjoyment and knowledge P: Reading M: Listening and comprehension	28. Book knowledge 26. Reading 21. Comprehension	4.5.1: Interest in reading books 4.5.2: Shared reading 4.4.1: Engage with environmental print
			LDC-8i	Listen for short periods of time to storybooks, informational books, stories, poetry, songs, and finger plays.	Older Toc	Q: Book enjoyment and knowledge Y: Music P: Reading	28. Book knowledge 41. Music 26. Reading	4.5.1: Interest in reading books 9.2.1: Creates music 4.5.2: Shared reading
			LDC-8j	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	Younger	Q: Book enjoyment and knowledge P: Reading M: Listening and comprehension	28. Book knowledge 26. Reading 21. Comprehension	4.5.1: Interest in reading books 4.5.2: Shared reading 4.4.1: Print communicates ideas

			LDC-8k	Show an interest in books, other print, and reading related activities.	Younger	Q: Book enjoyment and knowledge P: Reading M: Listening and comprehension	28. Book knowledge 26. Reading 21. Comprehension	4.5.1: Interest in reading books 4.5.2: Shared reading 4.4.1: Print communicates ideas
			LDC-8l	Listen to and discuss storybooks, simple information books, and poetry.	Younger	Q: Book enjoyment and knowledge P: Reading M: Listening and comprehension	28. Book knowledge 26. Reading 21. Comprehension	4.5.1: Interest in reading books 4.5.2: Shared reading 4.4.1: Print communicates ideas
			LDC-8m	Engage in reading behaviors independently with increased focus for longer periods of time.	Older Pre	Q: Book enjoyment and knowledge P: Reading	28. Book knowledge 26. Reading	4.5.1: Interest in reading books 4.5.2: Shared reading
			LDC-8n	Use and share books and print in their play.	Older Pre	Q: Book enjoyment and knowledge F: Building relationships with other children P: Reading	28. Book knowledge 13. Cooperative play 26. Reading	4.5.1: Interest in reading books 2.2.1: Positive relationships 4.5.2: Shared reading

			LDC-8o	Listen to and discuss increasingly complex storybooks, information books, and poetry.	Older Pre	Q: Book enjoyment and knowledge P: Reading M: Listening and comprehension	28. Book knowledge 26. Reading 21. Comprehension	4.5.1: Interest in reading books 4.5.2: Shared reading 4.4.1: Print communicates ideas
		LDC-9: Children develop book knowledge and print awareness.	LDC-9a	Explore books and paper by tasting, mouthing, crumpling, banging, and patting.	Infants (B	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas
			LDC-9b	Look at pictures while cuddling with caregiver.	Infants (B	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.4.1: Print communicates ideas 4.5.2: Shared reading

			LDC-9c	Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book).	Younger	R: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas
			LDC-9d	Identify some environmental print and logos (favorite cereal box, a sign for a familiar store).	Younger	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas

			LDC-9e	Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.”	Older Toc	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas
			LDC-9f	Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu).	Older Toc	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas

			LDC-9g	Demonstrate an understanding of realistic symbols such as photographs, and later, abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, “That means light” when looking at a symbol of a light bulb located over	Older Toc	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas

			LDC-9h	Hold a book upright while turning pages one by one front to back, but not always in order.	Younger	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas
			LDC-9i	With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member).	Younger	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas

			LDC-9j	Demonstrate an understanding that print and symbols can tell people what to do (to organize classroom activities—where to store things, when they will have a turn).	Younger	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas
			LDC-9k	Hold a book upright while turning pages one by one from front to back.	Older Pre	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas

			LDC-9l	Recognize print in different forms for a variety of functions (writing a message to friend, pointing to print and saying, “Those words tell the story,” or reading familiar signs in the environment).	Older Pre	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas

			LDC-9m	Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity)	Older Pre	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas
			LDC-9n	With prompting and support, run their finger under or over print as they pretend to read text.	Older Pre	AA: Pretend play R: Book enjoyment and knowledge	27. Concepts about print 43. Pretend play 28. Book knowledge	4.4.2: Reading conventions 9.4.1: Creates play scenarios 4.5.1: Interest in reading books

			LDC-9o	Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).	Older Pre	Q: Book enjoyment and knowledge O: Alphabetic knowledge	27. Concepts about print 28. Book knowledge 25. Alphabetic knowledge	4.4.2: Reading conventions 4.5.1: Interest in reading books 4.4.1: Print communicates ideas
			LDC-9p	Identify their name and the names of some friends when they see them in print.	Older Pre	Q: Book enjoyment and knowledge F: Building relationships with other children	27. Concepts about print 28. Book knowledge 12. Building relationships	4.4.2: Reading conventions 4.5.1: Interest in reading books 2.2.1: Positive relationships
		LDC-10: Children comprehend and use information presented in books and other print media.	LDC-10a	Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays.	Younger	P: Reading Y: Music Q: Book enjoyment and knowledge	21. Comprehension 41. Music 28. Book knowledge	4.7.1: Retells stories 9.2.1: Creates music 4.5.1: Interest in reading books

			LDC-10b	Allow entire short book to be “read” with willingness to look at most pages.	Younger	P: Reading Q: Book enjoyment and knowledge M: Listening and comprehension	21. Comprehension 28. Book knowledge 26. Reading	4.7.1: Retells stories 4.5.1: Interest in reading books 4.7.2: Recalls informational text topic
			LDC-10c	Make appropriate sounds when looking at pictures (say, “Quack, quack” when looking at a duck, “Vrrrrooom” when looking at a car).	Younger	P: Reading M: Listening and comprehension Q: Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge	4.7.1: Retells stories 4.7.2: Recalls informational text topic 4.7.3: Predicts what happens next
			LDC-10d	Chime in on a repeated line in a book while being read to by an adult.	Older Toc	P: Reading Q: Book enjoyment and knowledge M: Listening and comprehension	21. Comprehension 28. Book knowledge 26. Reading	4.7.1: Retells stories 4.5.1: Interest in reading books 4.7.2: Recalls informational text topic

			LDC-10e	Pretend to read familiar books from memory; repeat familiar phrases while looking at a book.	Older Toc	P: Reading AA: Pretend play Q: Book enjoyment and knowledge	21. Comprehension 43. Pretend play 28. Book knowledge	4.7.1: Retells stories 9.4.1: Creates play scenarios 4.5.1: Interest in reading books
			LDC-10f	Begin to relate personal experiences to events described in familiar books.	Older Toc	P: Reading Q: Book enjoyment and knowledge M: Listening and comprehension	21. Comprehension 28. Book knowledge 26. Reading	4.7.1: Retells stories 4.5.1: Interest in reading books 4.7.2: Recalls informational text topic
			LDC-10g	Answer simple questions about stories.	Older Toc	P: Reading Q: Book enjoyment and knowledge L: Speaking	21. Comprehension 28. Book knowledge 22. Speaking	4.7.1: Retells stories 4.5.1: Interest in reading books 4.1.2: Answeers questions

			LDC-10h	Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories).	Older Toc	P: Reading Q: Book enjoyment and knowledge M: Listening and comprehension	21. Comprehension 28. Book knowledge 26. Reading	4.7.1: Retells stories 4.5.1: Interest in reading books 4.7.2: Recalls informational text topic
			LDC-10i	Imitate the special language in storybooks and story dialogue with some accuracy and detail.	Younger	P: Reading Q: Book enjoyment and knowledge M: Listening and comprehension	21. Comprehension 28. Book knowledge 26. Reading	4.7.1: Retells stories 4.5.1: Interest in reading books 4.7.2: Recalls informational text topic

			LDC-10j	With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.	Younger	P: Reading Q: Book enjoyment and knowledge L: Speaking	21. Comprehension 28. Book knowledge 22. Speaking	4.7.1: Retells stories 4.5.1: Interest in reading books 4.1.3: Asks questions
			LDC-10k	Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts.	Younger	P: Reading Q: Book enjoyment and knowledge M: Listening and comprehension	21. Comprehension 28. Book knowledge 26. Reading	4.7.1: Retells stories 4.5.1: Interest in reading books 4.7.2: Recalls informational text topic

			LDC-10l	Relate personal experiences to events described in familiar books, with prompting and support.	Younger	P: Reading Q: Book enjoyment and knowledge M: Listening and comprehension	21. Comprehension 28. Book knowledge 26. Reading	4.7.1: Retells stories 4.5.1: Interest in reading books 4.7.2: Recalls informational text topic
			LDC-10m	Ask questions about a story or the information in a book.	Younger	P: Reading Q: Book enjoyment and knowledge L: Speaking	21. Comprehension 28. Book knowledge 22. Speaking	4.7.1: Retells stories 4.5.1: Interest in reading books 4.1.3: Asks questions
			LDC-10n	With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next.	Younger	P: Reading L: Speaking M: Listening and comprehension	21. Comprehension 22. Speaking 26. Reading	4.7.1: Retells stories 4.1.2: Answers questions 4.7.2: Recalls informational text topic

			LDC-10o	Imitate the special language in storybooks and story dialogue with accuracy and detail.	Older Pre	P: Reading Q: Book enjoyment and knowledge M: Listening and comprehension	21. Comprehension 28. Book knowledge 26. Reading	4.7.1: Retells stories 4.5.1: Interest in reading books 4.7.2: Recalls informational text topic
			LDC-10p	Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.	Older Pre	P: Reading L: Speaking M: Listening and comprehension	21. Comprehension 22. Speaking 26. Reading	4.7.1: Retells stories 4.1.3: Asks questions 4.7.2: Recalls informational text topic
			LDC-10q	Use knowledge of the world to make sense of more challenging texts.	Older Pre	P: Reading M: Listening and comprehension Q: Book enjoyment and knowledge	21. Comprehension 26. Reading 28. Book knowledge	4.7.1: Retells stories 4.7.2: Recalls informational text topic 4.7.3: Predicts what happens next

			LDC-10r	Relate personal experiences to an increasing variety of events described in familiar and new books.	Older Pre	P: Reading Q: Book enjoyment and knowledge M: Listening and comprehension	21. Comprehension 28. Book knowledge 26. Reading	4.7.1: Retells stories 4.5.1: Interest in reading books 4.7.2: Recalls informational text topic
			LDC-10s	Ask more focused and detailed questions about a story or the information in a book.	Older Pre	P: Reading Q: Book enjoyment and knowledge L: Speaking	21. Comprehension 28. Book knowledge 22. Speaking	4.7.1: Retells stories 4.5.1: Interest in reading books 4.1.3: Asks questions
			LDC-10t	Discuss storybooks by responding to questions about what is happening and predicting what will happen next.	Older Pre	P: Reading L: Speaking M: Listening and comprehension	21. Comprehension 22. Speaking 26. Reading	4.7.1: Retells stories 4.1.3: Asks questions 4.7.2: Recalls informational text topic

			LDC-10u	Discuss storybooks by responding to questions about the beginning, middle, and end of the story.	Older Pre	P: Reading Q: Book enjoyment and knowledge L: Speaking	21. Comprehension 28. Book knowledge 22. Speaking	4.7.1: Retells stories 4.5.1: Interest in reading books 4.1.3: Asks questions
		LDC-11: Children develop phonological awareness.	LDC-11a	Imitate and take turns with caregivers making different sounds.	Infants (B	N: Phonological awareness F: Building relationships with other children L: Speaking	24. Phonological awareness 13. Cooperative play 22. Speaking	4.3.1: Manipulates rhyming sounds 2.2.1: Positive relationships
			LDC-11b	Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures.	Younger	N: Phonological awareness L: Speaking M: Listening and comprehension	24. Phonological awareness 22. Speaking 26. Reading	4.3.1: Manipulates rhyming sounds 4.1.4: Vocabulary use
			LDC-11c	Vocalize familiar words and sounds.	Younger	N: Phonological awareness L: Speaking M: Listening and comprehension	24. Phonological awareness 22. Speaking 26. Reading	4.3.1: Manipulates rhyming sounds 4.1.4: Vocabulary use

			LDC-11d	Participate in rhyming games.	Older Toc	N: Phonological awareness L: Speaking M: Listening and comprehension	24. Phonological awareness 22. Speaking 26. Reading	4.3.1: Manipulates rhyming sounds 4.2.2: Letter-sound correspondence 4.1.4: Vocabulary use
			LDC-11e	Notice sounds that are the same and different.	Older Toc	N: Phonological awareness L: Speaking M: Listening and comprehension	24. Phonological awareness 22. Speaking 26. Reading	4.3.1: Manipulates rhyming sounds 4.1.4: Vocabulary use
			LDC-11f	Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	Older Toc	N: Phonological awareness Y: Music V: Patterns	24. Phonological awareness 41. Music 38. Patterns	4.3.1: Manipulates rhyming sounds 9.2.1: Creates music 5.3.1: Patterns

			LDC-11g	Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds.	Younger	N: Phonological awareness Y: Music Q: Book enjoyment and knowledge	24. Phonological awareness 41. Music 28. Book knowledge	4.3.1: Manipulates rhyming sounds 9.2.1: Creates music 4.5.1: Interest in reading books
			LDC-11h	Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	Younger	N: Phonological awareness Y: Music V: Patterns	24. Phonological awareness 41. Music 38. Patterns	4.3.1: Manipulates rhyming sounds 9.2.1: Creates music 5.3.1: Patterns

			LDC-11i	Play with the sounds of language and begin to identify rhymes (make up sillysoundin g words, repeat rhyming words).	Younger	N: Phonological awareness L: Speaking M: Listening and comprehension	24. Phonological awareness 22. Speaking 26. Reading	4.3.1: Manipulates rhyming sounds 4.2.2: Letter-sound correspondence 4.1.4: Vocabulary use
			LDC-11j	Distinguish between similar sounding words (e.g. tree and three).	Older Pre	N: Phonological awareness L: Speaking M: Listening and comprehension	24. Phonological awareness 22. Speaking 26. Reading	4.3.1: Manipulates rhyming sounds 4.2.2: Letter-sound correspondence 4.1.4: Vocabulary use
			LDC-11k	Enjoy rhymes and wordplay with songs, poems, and books and sometimes add their own variations.	Older Pre	N: Phonological awareness Y: Music Q: Book enjoyment and knowledge	24. Phonological awareness 41. Music 28. Book knowledge	4.3.1: Manipulates rhyming sounds 9.2.1: Creates music 4.5.1: Interest in reading books

			LDC-11l	Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables.	Older Pre	N: Phonological awareness Y: Music V: Patterns	24. Phonological awareness 41. Music 38. Patterns	4.3.1: Manipulates rhyming sounds 9.2.1: Creates music 5.3.1: Patterns
			LDC-11m	Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.	Older Pre	N: Phonological awareness L: Speaking M: Listening and comprehension	24. Phonological awareness 22. Speaking 26. Reading	4.3.1: Manipulates rhyming sounds 4.2.2: Letter-sound correspondence 4.1.4: Vocabulary use

			LDC-11n	Associate sounds with specific words, such as awareness that different words begin with the same sound.	Older Pre	N: Phonological awareness L: Speaking M: Listening and comprehension	24. Phonological awareness 22. Speaking 26. Reading	4.3.1: Manipulates rhyming sounds 4.2.2: Letter-sound correspondence 4.1.4: Vocabulary use
		LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.	LDC-12a	Demonstrate an interest in letters by asking about and/or naming some of them.	Older Toc	O: Alphabetic knowledge L: Speaking P: Reading	25. Alphabetic knowledge 22. Speaking 26. Reading	4.2.1: Names letters 4.1.3: Asks questions
			LDC-12b	Demonstrate an interest in learning the alphabet.	Younger	O: Alphabetic knowledge P: Reading	25. Alphabetic knowledge 26. Reading 27. Concepts about print	4.2.1: Names letters 4.2.2: Letter-sound correspondence 4.4.1: Print communicates ideas

			LDC-12c	Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.	Younger	O: Alphabetic knowledge S: Number and counting T: Geometry: shapes and spatial awareness	25. Alphabetic knowledge 32. Counting 34. Shapes	4.2.1: Names letters 5.1.5: Recognizes/writes numerals 0–10 5.4.1: Identifies/describes shapes
			LDC-12d	Recognize and name some letters of the alphabet, especially those in their own name.	Younger	O: Alphabetic knowledge P: Reading	25. Alphabetic knowledge 26. Reading 27. Concepts about print	4.2.1: Names letters 4.2.2: Letter-sound correspondence 4.4.1: Print communicates ideas
			LDC-12e	Demonstrate an interest in learning the alphabet.	Older Pre	O: Alphabetic knowledge P: Reading	25. Alphabetic knowledge 26. Reading 27. Concepts about print	4.2.1: Names letters 4.2.2: Letter-sound correspondence 4.4.1: Print communicates ideas

			LDC-12f	Show they know that letters function to represent sounds in spoken words.	Older Pre	O: Alphabetic knowledge P: Reading	25. Alphabetic knowledge 26. Reading 27. Concepts about print	4.2.1: Names letters 4.2.2: Letter-sound correspondence 4.4.1: Print communicates ideas
			LDC-12g	Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them.	Older Pre	O: Alphabetic knowledge P: Reading	25. Alphabetic knowledge 26. Reading 27. Concepts about print	4.2.1: Names letters 4.2.2: Letter-sound correspondence 4.4.1: Print communicates ideas

			LDC-12h	Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”).	Older Pre	O: Alphabetic knowledge P: Reading	25. Alphabetic knowledge 26. Reading 27. Concepts about print	4.2.1: Names letters 4.2.2: Letter-sound correspondence 4.4.1: Print communicates ideas
			LDC-12i	Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.	Older Pre	O: Alphabetic knowledge P: Reading	25. Alphabetic knowledge 26. Reading 27. Concepts about print	4.2.1: Names letters 4.2.2: Letter-sound correspondence 4.4.1: Print communicates ideas

Foundations for Writing	LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.	LDC-13a	Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon).	Younger	R: Writing X: Art	29. Writing 40. Art 27. Concepts about print	4.6.2: Writes narrative text 9.1.1: Creates 2-D/3-D art 4.6.3: Writes informational text
		LDC-13b	Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil).	Older Tod	R: Writing AA: Pretend play	29. Writing 43. Pretend play 27. Concepts about print	9.4.1: Creates play scenarios 4.6.1: Use writing tools

			LDC-13c	Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want).	Younger	R: Writing X: Art	29. Writing 40. Art 27. Concepts about print	4.6.2: Writes narrative text 9.1.1: Creates 2-D/3-D art 4.6.3: Writes informational text
			LDC-13d	With prompting and support, communicate their thoughts for an adult to write.	Younger	R: Writing L: Speaking	29. Writing 27. Concepts about print 50. Communicating ideas	4.6.2: Writes narrative text 4.6.1: Writes letter-like forms/words 4.6.3: Writes informational text

			LDC-13e	Engage in writing behaviors that imitate reallife situations (e.g., make marks to take food order during pretend restaurant play).	Younger	R: Writing L: Speaking	29. Writing 27. Concepts about print 50. Communicating ideas	4.6.2: Writes narrative text 4.6.1: Writes letter-like forms/words 4.6.3: Writes informational text
			LDC-13f	Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	Older Pre	R: Writing O: Alphabetic knowledge	29. Writing 25. Alphabetic knowledge 27. Concepts about print	4.6.2: Writes narrative text 4.2.1: Names letters 4.6.1: Writes letter-like forms/words

			LDC-13g	Incorporate representations of signs, logos, or other commonly used symbols into their drawing or writing to communicate the messages that they convey.	Older Pre	R: Writing X: Art	29. Writing 40. Art 27. Concepts about print	4.6.2: Writes narrative text 9.1.1: Creates 2-D/3-D art 4.6.1: Writes letter-like forms/words
			LDC-13h	Communicate their thoughts for an adult to write.	Older Pre	R: Writing L: Speaking	29. Writing 27. Concepts about print 50. Communicating ideas	4.6.2: Writes narrative text 4.6.1: Writes letter-like forms/words 4.6.3: Writes informational text

			LDC-13i	Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols).	Older Pre	R: Writing L: Speaking	29. Writing 27. Concepts about print 50. Communicating ideas	4.6.2: Writes narrative text 4.6.1: Writes letter-like forms/words 4.6.3: Writes informational text
			LDC-13j	Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion).	Older Pre	R: Writing L: Speaking	29. Writing 27. Concepts about print 50. Communicating ideas	4.6.2: Writes narrative text 4.6.1: Writes letter-like forms/words 4.6.3: Writes informational text

		LDC-14: Children use knowledge of letters in their attempts to write.	LDC-14a	Begin to use letters and approximations of letters to write their name.	Younger	R: Writing O: Alphabetic knowledge J: Fine-motor skills	29. Writing 25. Alphabetic knowledge 17. Fine-motor skills	4.6.1: Writes letter-like forms/words 4.2.1: Names letters 4.2.2: Letter-sound correspondence
			LDC-14b	Distinguish letters from different kinds of drawings/graphics.	Younger	R: Writing O: Alphabetic knowledge J: Fine-motor skills	29. Writing 25. Alphabetic knowledge 17. Fine-motor skills	4.6.1: Writes letter-like forms/words 4.2.1: Names letters 4.2.2: Letter-sound correspondence
			LDC-14c	Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters).	Younger	R: Writing O: Alphabetic knowledge J: Fine-motor skills	29. Writing 25. Alphabetic knowledge 17. Fine-motor skills	4.6.1: Writes letter-like forms/words 4.2.1: Names letters 4.2.2: Letter-sound correspondence

			LDC-14d	Use known letters and approximations of letters to write their own name and some familiar words.	Older Pre	R: Writing O: Alphabetic knowledge J: Fine-motor skills	29. Writing 25. Alphabetic knowledge 17. Fine-motor skills	4.6.1: Writes letter-like forms/words 4.2.1: Names letters 4.2.2: Letter-sound correspondence
			LDC-14e	Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”).	Older Pre	R: Writing O: Alphabetic knowledge J: Fine-motor skills	29. Writing 25. Alphabetic knowledge 17. Fine-motor skills	4.6.1: Writes letter-like forms/words 4.2.1: Names letters 4.2.2: Letter-sound correspondence
		LDC-15: Children use writing skills and conventions.	LDC-15a	Hold marker or crayon with their fist.	Younger	R: Writing X: Art O: Alphabetic knowledge	29. Writing 40. Art 27. Concepts about print	4.6.1: Writes letter-like forms/words 9.1.1: Creates 2-D/3-D art 4.6.2: Writes narrative text
			LDC-15b	Dot or scribble with crayons, may progress to vertical lines.	Younger	R: Writing X: Art O: Alphabetic knowledge	29. Writing 40. Art 27. Concepts about print	4.6.1: Use writing tools 9.1.1: Creates 2-D/3-D art

			LDC-15c	Explore a variety of tools that can be used for writing.	Older Toc	R: Writing O: Alphabetic knowledge EE: Tools and technology	29. Writing 27. Concepts about print 25. Alphabetic knowledge	4.6.1: Use writing tools 7.1.1: Uses analog tools safely
			LDC-15d	Scribble and/or imitate an adult's marks with markers, crayons, paints, etc.	Older Toc	R: Writing X: Art O: Alphabetic knowledge	29. Writing 40. Art 27. Concepts about print	4.6.1: Use writing tools 9.1.1: Creates 2-D/3-D art
			LDC-15e	Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger.	Older Toc	R: Writing X: Art O: Alphabetic knowledge	29. Writing 40. Art 27. Concepts about print	4.6.1: Use writing tools 9.1.1: Creates 2-D/3-D art

			LDC-15f	Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers).	Younger	R: Writing O: Alphabetic knowledge	29. Writing 27. Concepts about print 25. Alphabetic knowledge	4.6.1: Writes letter-like forms/words 7.1.1: Uses analog tools safely 4.6.2: Writes narrative text
			LDC-15g	Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”).	Younger	R: Writing O: Alphabetic knowledge	29. Writing 27. Concepts about print 25. Alphabetic knowledge	4.6.1: Writes letter-like forms/words 4.6.2: Writes narrative text 4.4.2: Reading conventions

			LDC-15h	Play with writing letters and make letterlike forms.	Younger	R: Writing O: Alphabetic knowledge	29. Writing 25. Alphabetic knowledge 27. Concepts about print	4.6.1: Writes letter-like forms/words 4.2.1: Names letters 4.6.2: Writes narrative text
			LDC-15i	Use a variety of writing tools and materials with increasing precision.	Older Pre	S: Writing O: Alphabetic knowledge	29. Writing 27. Concepts about print 25. Alphabetic knowledge	4.6.1: Writes letter-like forms/words 7.1.1: Uses analog tools safely 4.6.2: Writes narrative text
			LDC-15j	Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”).	Older Pre	S: Writing O: Alphabetic knowledge	29. Writing 27. Concepts about print 25. Alphabetic knowledge	4.6.1: Writes letter-like forms/words 4.6.2: Writes narrative text 4.4.2: Reading conventions

			LDC-15k	Use some conventional letters in their writing.	Older Pre	S: Writing O: Alphabetic knowledge	29. Writing 25. Alphabetic knowledge 27. Concepts about print	4.6.1: Writes letter-like forms/words 4.2.1: Names letters 4.6.2: Writes narrative text
Mathematical Thinking and Expression	Foundations for Number Sense	MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.	MTE-1a	Indicate they want "more" with signs, sounds, or looks.	Infants (B	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: Count objects 5.1.1: Math talk with numbers
			MTE-1b	Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 7 blocks longer than a tower with 3 blocks, reach for a basket with three balls rather than a basket with one ball).	Infants (B	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3:Count objects 5.1.1: Math talk with numbers

			MTE-1c	Explore quantity (for example, filling and dumping containers).	Younger	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: Count objects 5.1.1: Math talk with numbers
			MTE-1d	Use words or actions that show understanding of the concepts of “more,” “less,” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks).	Younger	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: Count objects 5.1.1: Math talk with numbers

			MTE-1e	Recognize when presented with two obviously unequal sets of objects that one set has more or less than the other (Can point to which set of crayons has more).	Younger	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: Count objects 5.1.1: Math talk with numbers

			MTE-1f	Use words or actions that show understanding of the concepts of “more,” “all,” and/or “none” (ask for more food, stop asking for more blocks when told they have “all” of the blocks, become upset when told there is no more Play-Doh®).	Older Toc	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: Count objects 5.1.1: Math talk with numbers

			MTE-1g	Recognize when presented with two obviously unequal sets of objects that one set has more than the other and/or that one set has less than the other. (Can point to which set of crayons has more or less depending on what is asked).	Older Toc	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: Count objects 5.1.1: Math talk with numbers

			MTE-1h	Attempt to chant or recite numbers, but not necessarily in the correct order (for example, counting objects on a page during a read aloud).	Older Toc	S: Number and counting Y: Music W: Data analysis	32. Counting 41. Music 31. Number words and symbols	5.1.3: Counts objects 9.2.1: Creates music 5.1.1: Math talk with numbers
			MTE-1i	Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car).	Older Toc	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: Count objects 5.1.1: Math talk with numbers

			MTE-1j	Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls).	Older Toc	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: Count objects 5.1.1: Math talk with numbers

			MTE-1k	Visually compare two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and, if appropriate, which one has more and/or which one has less. (If child is offered two plates of crackers can select preferred amount and explain why	Younger	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.4: Cardinality 5.1.1: Math talk with numbers
			MTE-1l	to 10 with increasing accuracy.	Younger	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.4: Cardinality 5.1.1: Math talk with numbers

			MTE-1m	Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question, “How many are there?”	Younger	S: Number and counting L: Speaking W: Data analysis	32. Counting 22. Speaking 31. Number words and symbols	5.1.3: One-to-one counting 4.1.3: Asks questions 5.1.4: Cardinality
			MTE-1n	Recognize numerals up to 5 during play and daily activities.	Younger	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.5: Recognizes/writes numerals 0–10 5.1.4: Cardinality
			MTE-1o	Match numerals 1-5 to sets of objects, with guidance and support.	Younger	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.5: Recognizes/writes numerals 0–10 5.1.4: Cardinality

			MTE-1p	Write numerals or number-like forms up to 5 during play and daily activities.	Younger	T: Number and counting R: Writing W: Data analysis	32. Counting 29. Writing 31. Number words and symbols	5.1.3: One-to-one counting 5.1.5: Recognizes/writes numerals 0–10 4.6.1: Writes letter-like forms/words
			MTE-1q	Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects.	Older Pre	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.4: Cardinality 5.1.1: Math talk with numbers

			MTE-1r	Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different.	Older Pre	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.4: Cardinality 5.1.1: Math talk with numbers
			MTE-1s	Rote count to 20 with increasing accuracy.	Older Pre	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.4: Cardinality 5.1.1: Math talk with numbers
			MTE-1t	Count up to 10 objects in a variety of ways (for example, left to right, right to left, in stacks, etc.).	Older Pre	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.4: Cardinality 5.1.1: Math talk with numbers

			MTE-1u	Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many are there?"	Older Pre	S: Number and counting L: Speaking W: Data analysis	32. Counting 22. Speaking 31. Number words and symbols	5.1.3: One-to-one counting 4.1.2: Answers questions 5.1.4: Cardinality
			MTE-1v	Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities.	Older Pre	S: Number and counting R: Writing W: Data analysis	32. Counting 29. Writing 31. Number words and symbols	5.1.3: One-to-one counting 5.1.5: Recognizes/writes numerals 0–10 4.6.1: Writes letter-like forms/words
			MTE-1w	Match numerals 1-10 to sets of objects, with guidance and support.	Older Pre	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.5: Recognizes/writes numerals 0–10 5.1.4: Cardinality

			MTE-1x	Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils).	Older Pre	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.4: Cardinality 5.1.1: Math talk with numbers
			MTE-1y	Given a number 0-5, count out that many objects.	Older Pre	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.4: Cardinality 5.1.1: Math talk with numbers

			MTE-1z	State the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers,look at her hand and say, “Two fingers” without counting).	Older Pre	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.4: Cardinality 5.1.1: Math talk with numbers
			MTE-1aa	Tell what number comes next or what number came before another number when counting 1-5.	Older Pre	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.4: Cardinality 5.1.1: Math talk with numbers

			MTE-1ab	Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train).	Older Pre	S: Number and counting W: Data analysis T: Geometry: shapes and spatial awareness	32. Counting 31. Number words and symbols 33. Part-whole relationships	5.1.3: One-to-one counting 5.1.4: Cardinality 5.1.1: Math talk with numbers
		MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other	MTE-2a	Use observation and emerging counting skills (1, 2, 3) during play and other daily activities.	Older Toc	S: Number and counting W: Data analysis B: Problem solving with materials	33. Part-whole relationships 32. Counting 31. Number words and symbols	5.2.1: Add or take away from a set 5.1.3: Count objects 1.3.1 Solves problems with materials

		activities.	MTE-2b	Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area).	Younger	S: Number and counting W: Data analysis B: Problem solving with materials	33. Part-whole relationships 32. Counting 31. Number words and symbols	5.2.1: Composes/decomposes 2–5 5.1.3: One-to-one objects 5.2.2: Joins and separates objects

			MTE-2c	Show they understand that putting objects together in a set will make a bigger set, and removing objects from a set will make a smaller set.	Younger	S: Number and counting W: Data analysis B: Problem solving with materials	33. Part-whole relationships 32. Counting 31. Number words and symbols	5.2.1: Composes/decomposes 2–5 5.2.2: Joins and separates objects 5.1.4: Cardinality

			MTE-2d	Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to	Older Pre	S: Number and counting L: Speaking W: Data analysis	33. Part-whole relationships 32. Counting 22. Speaking	5.2.1: Composes/decomposes 2–5 5.1.3: One-to-one counting 4.1.2: Answers questions

			MTE-2e	Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects).	Older Pre	S: Number and counting W: Data analysis B: Problem solving with materials	33. Part-whole relationships 32. Counting 31. Number words and symbols	5.2.1: Composes/decomposes 2–5 5.2.2: Joins and separates objects 5.1.4: Cardinality

Foundations for Algebraic Thinking	MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns	MTE-3a	Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area).	Younger	V: Patterns BB: Observing and classifying W: Data analysis	38. Patterns 46. Classifying 39. Data analysis	5.3.1: Patterns 5.6.1: Sorts by attributes and counts 6.1.1 Scientific inquiry
		MTE-3b	Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm).	Younger	V: Patterns W: Data analysis BB: Observing and classifying	38. Patterns 39. Data analysis 46. Classifying	5.3.1: Patterns 5.6.1: Sorts by attributes and counts 6.1.1 Scientific inquiry

			MTE-3c	Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another).	Older Toc	V: Patterns BB: Observing and classifying W: Data analysis	38. Patterns 46. Classifying 39. Data analysis	5.3.1: Patterns 5.6.1: Sorts by attributes and counts 6.1.1 Scientific inquiry
			MTE-3d	Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm).	Older Toc	V: Patterns W: Data analysis BB: Observing and classifying	38. Patterns 39. Data analysis 46. Classifying	5.3.1: Patterns 5.6.1: Sorts by attributes and counts 6.1.1 Scientific inquiry

			MTE-3e	Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another).	Younger	V: Patterns BB: Observing and classifying W: Data analysis	38. Patterns 46. Classifying 39. Data analysis	5.3.1: Patterns 5.6.1: Sorts by attributes and counts 6.1.1 Scientific inquiry
			MTE-3f	Identify familiar objects as the same or different.	Younger	V: Patterns W: Data analysis BB: Observing and classifying	38. Patterns 39. Data analysis 46. Classifying	5.3.1: Patterns 5.6.1: Sorts by attributes and counts 5.6.2: Represents/interprets data

			MTE-3g	Recognize simple repeating patterns (AB type patterns) and attempt to repeat or extend them during play (repeat a movement pattern during a song, extend a line of blocks in alternating colors).	Younger	V: Patterns W: Data analysis BB: Observing and classifying	38. Patterns 39. Data analysis 46. Classifying	5.3.1: Patterns 5.6.1: Sorts by attributes and counts 5.6.2: Represents/interprets data

			MTE-3h	Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute).	Older Pre	V: Patterns W: Data analysis BB: Observing and classifying	38. Patterns 46. Classifying 39. Data analysis	5.3.1: Patterns 5.6.1: Sorts by attributes and counts 5.6.2: Represents/interprets data

			MTE-3i	Describe, duplicate and extend simple repeating patterns (twopart patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern).	Older Pre	V: Patterns W: Data analysis BB: Observing and classifying	38. Patterns 39. Data analysis 46. Classifying	5.3.1: Patterns 5.6.1: Sorts by attributes and counts 5.6.2: Represents/interprets data
			MTE-3j	Show beginning abilities to create simple repeating patterns.	Older Pre	V: Patterns W: Data analysis BB: Observing and classifying	38. Patterns 39. Data analysis 46. Classifying	5.3.1: Patterns 5.6.1: Sorts by attributes and counts 5.6.2: Represents/interprets data
	Foundations for Geometry and Spatial Understanding	MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction, and movement	MTE-4a	Examine different shapes by exploring (banging blocks on the floor, rolling balls).	Infants (B	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes

		during play and other activities.	MTE-4b	Attempt to put objects into other objects (such as putting pieces into holes or other spaces).	Infants (B	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes
			MTE-4c	Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).	Younger	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes
			MTE-4d	Put basic shapes into a shape sorter using trial and error.	Younger	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes

			MTE-4e	Respond to and begin to use words describing positions (in, on, over, under, etc.).	Older Toc	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes
			MTE-4f	Name or match a few 2- and 3-dimensional shapes (circle, square, cylinder).	Older Toc	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes
			MTE-4g	Stack or line up blocks that are the same shape.	Older Toc	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 17. Fine-motor skills 35. Spatial awareness	5.4.1: Identifies/describes shapes 3.2.1: Small-muscle coordination 5.4.3: Space, direction, location words

			MTE-4h	Complete shape sorter with intention.	Older Toc	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes
			MTE-4i	Respond to and begin to use words describing positions (in, on, over, under, etc.).	Younger	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes
			MTE-4j	Name or match a few 2- and 3-dimensional shapes (circle, sphere, square, triangle, cone) and describe their differences.	Younger	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes

			MTE-4k	Stack or line up blocks that are the same shape.	Younger	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 17. Fine-motor skills 35. Spatial awareness	5.4.1: Identifies/describes shapes 3.2.1: Small-muscle coordination 5.4.3: Space, direction, location words
			MTE-4l	Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words.	Older Pre	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes

			MTE-4m	Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”).	Older Pre	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes
			MTE-4n	Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment.	Older Pre	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes

			MTE-4o	Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round.").	Older Pre	T: Geometry: shapes and spatial awareness J: Fine-motor skills BB: Observing and classifying	34. Shapes 35. Spatial awareness 46. Classifying	5.4.1: Identifies/describes shapes 5.4.3: Space, direction, location words 5.4.2: Transforms shapes
	Foundations of Measurement and Data Analysis	MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the	MTE-5a	Examine objects of different sizes by exploring (touch, pick up, and move objects).	Infants (B	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 5.5.2: Comparative language 5.6.1: Sorts by attributes and counts

		use of an object to measure) and a	MTE-5b	Participate in activities that compare the size and weight of objects.	Younger	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 5.5.2: Comparative language 5.6.1: Sorts by attributes and counts
			MTE-5c	Engage in beginning explorations with temperature (quickly touching cold and warm items).	Younger	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 5.5.2: Comparative language 5.6.1: Sorts by attributes and counts
			MTE-5d	Use size and amount words to label and compare objects, people, and collections (big truck, a lot of crackers, little baby).	Older Toc	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 5.5.2: Comparative language 5.6.1: Sorts by attributes and counts

			MTE-5e	Engage in continued explorations with temperature.	Older Toc	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 5.5.2: Comparative language 5.6.1: Sorts by attributes and counts
			MTE-5f	Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	Younger	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 5.5.2: Comparative language 5.6.2: Represents/interprets data
			MTE-5g	Compare the size or weight of two objects and identify which one is longer/taller/heavier than the other (“That rock is heavier than this one. I can lift it.” “The snake is longer than the worm”).	Younger	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 5.5.2: Comparative language 5.6.2: Represents/interprets data

			MTE-5h	Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale).	Younger	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 7.1.1: Uses analog tools safely 5.5.2: Comparative language
			MTE-5i	Describe the weather as hot or cold. (Engage in explorations with temperature).	Younger	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 6.2.2: Earth, sky, natural phenomena 5.5.2: Comparative language
			MTE-5j	Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.).	Younger	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 5.5.2: Comparative language 5.6.2: Represents/interprets data

			MTE-5k	Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	Older Pre	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 5.5.2: Comparative language 5.6.2: Represents/interprets data
			MTE-5l	Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string).	Older Pre	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 5.5.2: Comparative language 5.6.2: Represents/interprets data

			MTE-5m	Put a few objects in order by size, length or weight (arrange a group of 3 blocks in order from the shortest to the longest).	Older Pre	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 5.5.2: Comparative language 5.6.2: Represents/interprets data
			MTE-5n	Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale).	Older Pre	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 7.1.1: Uses analog tools safely 5.5.2: Comparative language
			MTE-5o	Describe the weather as hot or cold. (Continue to engage in explorations with temperature).	Older Pre	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 6.2.2: Earth, sky, natural phenomena 5.5.2: Comparative language

			MTE-5p	Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.).	Older Pre	U: Measurement W: Data analysis S: Number and counting	36. Measuring 37. Unit 39. Data analysis	5.5.1: Compares with units 5.5.2: Comparative language 5.6.2: Represents/interprets data
	Mathematical Thinking and Reasoning	MTE-6: Children use mathematical thinking to solve problems in their everyday environment.	MTE-6a	Seek answers to questions by using mathematical thinking (i.e. reasoning and problem solving) during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block)	Younger	B: Problem solving with materials L: Speaking S: Number and counting	4. Problem solving 22. Speaking 32. Counting	1.3.1: Solves problems with materials 4.1.3: Asks questions 5.1.1: Math talk with numbers

			MTE-6b	Use drawing and concrete materials to represent and communicate mathematical ideas (draw many circles to show “lots of people,” put craft sticks in a pile to show the number of children who want crackers for snack).	Younger	B: Problem solving with materials X: Art S: Number and counting	4. Problem solving 40. Art 32. Counting	1.3.1: Solves problems with materials 9.1.1: Creates 2-D/3-D art 5.1.1: Math talk with numbers
			MTE-6c	Develop and consistently use intentional strategies when working with knobbed puzzles and similar materials.	Younger	B: Problem solving with materials J: Fine-motor skills S: Number and counting	4. Problem solving 17. Fine-motor skills 32. Counting	1.3.1: Solves problems with materials 3.2.1: Small-muscle coordination 5.1.1: Math talk with numbers

			MTE-6d	Seek answers to questions during play and daily activities using an increasing variety of mathematic al strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®).	Older Pre	B: Problem solving with materials L: Speaking S: Number and counting	4. Problem solving 22. Speaking 32. Counting	1.3.1: Solves problems with materials 4.1.3: Asks questions 5.1.1: Math talk with numbers

			MTE-6e	Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question)	Older Pre	B: Problem solving with materials X: Art R: Writing	4. Problem solving 40. Art 29. Writing	1.3.1: Solves problems with materials 9.1.1: Creates 2-D/3-D art 4.6.1: Writes letter-like forms/words

			MTE-6f	Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower so I knew to put a blue one next." "I counted four friends who didn't have crackers so I got four more.").	Older Pre	B: Problem solving with materials S: Number and counting U: Measurement	4. Problem solving 32. Counting 36. Measuring	1.3.1: Solves problems with materials 5.1.1: Math talk with numbers 5.5.1: Compares with units

			MTE-6g	Identify and describe strategies used to complete increasingly difficult puzzles (for example, when completing a floor puzzle, working on the edges first).	Older Pre	B: Problem solving with materials J: Fine-motor skills S: Number and counting	4. Problem solving 17. Fine-motor skills 32. Counting	1.3.1: Solves problems with materials 3.2.1: Small-muscle coordination 5.1.1: Math talk with numbers